

There is no surer way of coming under fire than to put forward a deliberate compromise. By definition a middle way does not satisfy anyone who starts with strong partisan convictions. This is as true about the tangled mess of secondary education in this country as about anything else. A compromise seeks to thread a narrow path between adamantine but opposing certainties. And it almost inevitably means accepting and even relishing the messiness of life on the ground, instead of sticking to the clear-cut simplicities of an ideal world of polemic.

It is important, therefore, in taking up again the theme of an earlier article, to begin by repeating in carefully limited terms, the nub of what I wrote on April 18: I advocated that if there is to be legislation on the comprehensive issue, the government

"should adopt a self-defining ordinance and be content with a new law which insists on a comprehensive middle school for 11 to 14. Beyond 14 it might be the Secretary of State's preferred policy, that authorities should go for the full comprehensive option... but this should not be determined by law, which should continue to permit a rich variety of post-14 solutions in school and in FE."

Note that this is something quite different from what some correspondents have read into it. It is not a recipe for a mandatory 14-plus. It is not another universal plan. It is not presented as a logically consistent pattern which avoids all anomalies. It is rather an acceptance of the expediency of one set of anomalies alongside others, as an alternative to the inevitable reaction which will follow from the unnecessary use of state power to shatter a walnut.

If this is to ask the Government and the protagonists of the comprehensive school to be content with something less than the whole hog, it also demands from the Conservatives and the grammar school lobby a frank recognition that the age of 11 is far too early to separate children into different types of secondary school. So far, though various Tory MPs sought to use the April article for their own purposes in a recent Commons debate, the spirit of compromise has not persuaded Mr St John-Stevens and his friends even this far.

As a party, the Tories at Westminster are actually farther away from dividing the 11-plus than they were 10 years ago. Their latest attempt to cloak divisions behind a thin honoured car for another committee of inquiry carries no conviction whatever: there is not, after all, much point in a see-through figleaf.

Plainly there are snags attached to every formula: where separate schools were allowed to continue at 14 there could well be difficulties about how places in the different institutions were to be allocated. There must, logically, be reasons to suppose that it would be easier to operate self-selection at 11 than at 14, because by 14 a good deal of self-selection has, in any case, already begun to happen. But it would be absurd to pretend that this particular pattern would not have its own drawbacks—including the risk that some schools in some areas would be labelled "sink schools".

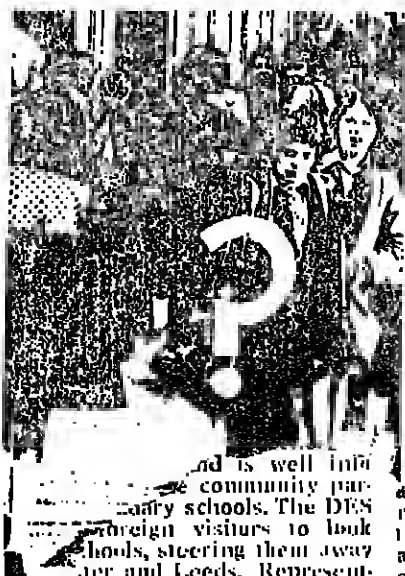
All I am saying is that these snags leave to be balanced against others—including the reduction of local opportunity which will follow if direct grant schools leave the public sector, and the fact that in any case, a formally comprehensive system is no guarantee against marked differences in quality between schools. Some schools will certainly collect a disproportionate share of the world's problems and suffer the cumulative damage to reputation and morale which characterizes "sink schools", however designated.

What we have to deal with is an interim situation of indecisive duration. With the prospect of shrinking funds and little if any money for school building earmarked for secondary re-organization, there is no hope whatever of avoiding improvisation and muddle.

The long-term direction of policy is indisputable, and provides one of the potential ingredients in a new consensus for this confused interim period. There cannot be much doubt that for most pupils, comprehensive schooling on one form or another will be going to be the pattern. Nor yet that if elegant pattern-making were possible for a super-secretary of state, something on the lines of Lord Alexander's tartary structure embracing all full and part-time education from 11 to 18 would have enormous attraction. But only someone who obsesses with the long-term obscures any feeling for the present could argue that this is a reason for not making the best available use of what we have got now, and will have to live with for some time to come.

I have argued that if we simply press on regardless, in pursuit of a single principle—that of non-segregation into separate schools—then we shall fairly soon be dissatisfied with what we have got, and begin to reintroduce disguised forms of specialized instruction or selective treatment, or by one device or another, seek to counter the negative consequences of the neighbourhood school.

Some of those—like special summer schools which may give some London sixth-formers a glimpse of the excitement of scholarship they will never otherwise have a chance to experience—will cause no offence to the most



'Just because the best has proved to be the enemy of the good, there is no reason to reject what now passes for excellence—only to seek ways of mitigating the undesirable by-products'

In the light of his 'middle-way' suggestion, Stuart Maclure reviews the state of the comprehensive debate and looks to the next step

Oh, yes, we have our cake and eat it

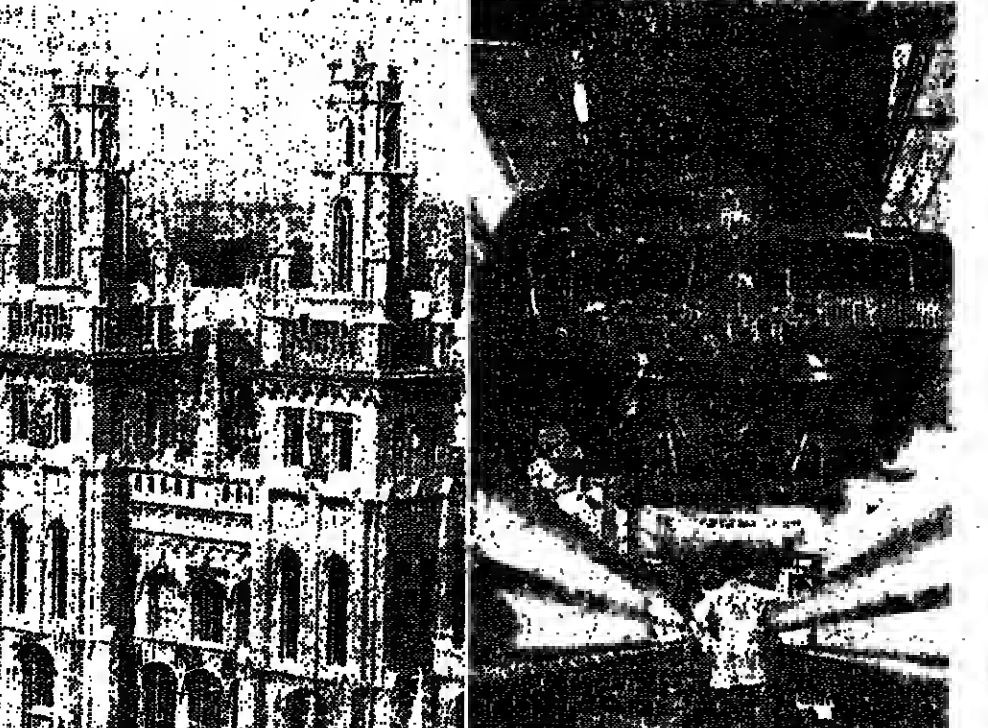
egalitarian critic. Others will be much more controversial: if education authorities are tempted to ape Eastern Europe and create specialist institutions for science or mathematics in modern languages or advanced sciences in FE, and extend the logic which now permits music and ballet to justify early selection and special treatment, to forms of intellectual activity.

Already at the other end of the specialist spectrum a sprinkling of trunks' centres, half-way houses and "sanctuaries" have come into being to provide specialized education for some who do not fit into existing secondary schools. No one could, by any stretch of imagination, call them comprehensive schools. It is fairly clear that any serious attempt to develop new alternatives at the secondary level—any attempt to meet the free schools on their own ground as occasional options within the maintained system—will also produce specialist institutions which could only be whimsically described as comprehensive.

I suppose it is inevitable that the political argument should get stuck on the question of organization—whether the age at which separate, specialist institutions should be introduced, should be 11 or 14 or 16 or 18-plus. But there is no reason why the educational argument should be similarly restricted to bricks and mortar and administrative regulations. Nothing would be more welcome than if, as Norrison Evans suggested in these columns last week, we could move on to consider the more interesting questions of what people should actually do, given that they are to spend their time in a school of some sort.

It is the extension of opportunity and enlargements of the routes by which individual boys and girls can simultaneously achieve more control over their own lives and contribute more to the commonwealth which is the object in view, not a narrow egalitarianism which concentrates on seeing that an unchanging number of lipflops are dished out more fairly.

It is easy to be tempted into rash generalisation about the fundamental weaknesses of our system of education which seems to be



"It is high time we recognized that the excellence and mediocrity are part and parcel of the same educational deal: that the BLAC cowpiece of Britain's industrial weakness is less than five miles from All Souls."

It is no reason to reject what now passes for excellence—only to seek ways of mitigating the undesirable by-products. If this looks like arguing that we must have our cake and eat it, it is not. It is not a recipe for a mandatory 14-plus. It is not another universal plan. It is not presented as a logically consistent pattern which avoids all anomalies. It is rather an acceptance of the expediency of one set of anomalies alongside others, as an alternative to the inevitable reaction which will follow from the unnecessary use of state power to shatter a walnut.

What we have to do is to broaden this unitarian and broaden the definitions: success within our education system so that, instead of narrowing the idea of excellence, we constantly redefining the process of assessment, which is much larger sector of a population can participate.

It is this which gives so much importance to the lack-hygiene discussions now going on about a common examination at 14-plus. Certificate of Extended Education and reform of the present A level structure.

It would not be difficult to get wide acceptance of the idea of some sort of common core curriculum to about 14—not a series of identical timetables but, in the phrase now coming into fashion, a general agreement on the kinds of competencies which a reasonably be expected by the end of the first cycle of secondary education, and of kind of programme which this implies for a significant fraction of the time each pupil spends in school.

If the sounds reminiscent of Rhodes and, in itself, a reason to reject what is, in itself, particularly controversial—the controversy would only arise over what meaning instruments are, or are not, created: see how these "reasonable expectations" being met, and the use which is made of such monitoring.

But what happens after 14? Is there a contribution of the common curriculum leading to a common examination at 14? Or is this the point when a wide range of realistic options should open up? And how can you provide a richly diversified world of work as well as the world of the continued education? It is much easier to write in glowing phrases about a variety of options than to follow through the practical implications of such a variety of options. The reform of industrial training to the reform of industrial training at apprenticeship which this entails. But suggest that any form of common curriculum at 16 would have to be sufficiently flexible in conception to accommodate with differing groups of candidates. And even if it is held to be technically possible to accommodate the existing CSE, O level and GCE groups, it must be doubted if this could be done without maintaining a restrictive bottleneck at 16, and discouraging the kind of differentiation which at our stage of educational development we need to start at 16.

At one extreme there will be those who are capable of rigorous academic study, can profit from traditional methods of learning and teaching as long as the school is able to offer it. At the other, from 15 onwards in any case, there will be those whose connection with the school becomes pre-termites: some having chosen to spend more and more time in limited courses or in industrial experience; others, though registered at school, being allowed to spend a considerable part of their time away from school in other forms of more or less self-activity.

A few points stand out as worthy of close exploration: ● School and work: There is already a lot to be said for a year at school and first year at work in hand by the DES and the Department of Employment. The Manpower Services Commission and the Training Services Agency are deeply involved in the review of the training of young workers. See the important TSA report published on Tuesday (page 3).

It is absolutely essential that the reform of industrial training and vocational and pre-vocational education should go hand in hand, and that the obvious risks of inter-departmental strife should be avoided. We shall not get the secondary school curriculum right unless attitudes change on both sides. The experience of the past 15 years has not been encouraging. But it is just because achievement up to now has been so modest that we must somehow make a new start.

● Before we launch into a 16-plus examination we should look closely at a scheme of credits and credits which could enable pupils to be accumulated over a longer period of time and by more diverse forms of activity. These might include traditional school studies, industrial training with combined vocational education, Alec Dismore's social service assignments, leading in the end to a form of graduation much broader in concept than either A levels or CEE.

● A renewed effort should be made to separate university and higher education entrance procedures from a terminal examination from the secondary schools.

● A common clearing house should be set up for higher education: this should publish detailed statistics about faculty entrance standards which in time would bring about a realistic recognition of the full spectrum of available courses and institutions, and bring to a decorous end the myth that a degree is a degree is a degree.



Children from Tottenham Infants school, Brockley, London, paint the hoardings round the frozen market at Kent Garden at the invitation of the Greater London Council.

£15m to help school leavers

by Stephen Cohen

Up to 7,000 unemployed school leavers and other young people out of work are to be helped by the Manpower Services Commission in a new £15m scheme announced this week.

Extra places are to be provided on evening craft and technical courses which should keep the young people off the streets and out of the unemployment queues.

They will be paid £15 a week while on the course, but there is no guarantee of a job afterwards.

Five industrial training boards—in engineering, construction, shipbuilding, commerce, and local government—are among the places which will be asked to provide places for the scheme.

The Manpower Services Commission also plan to provide other schemes. The construction industry, which has been particularly hard hit by the recession, will receive special help, and employers will be paid £300 for each additional young person they recruit for training.

Secondly, the Training Services Agency will look in ways of helping

those apprentices and trainees who have been made redundant to find their courses. Thirdly, grants are to be given to employers for a maximum of six months for each additional sandwich course place they make available.

In addition, the Training Opportunities Scheme—which provides training for the unemployed in those who wish to change their jobs—will be expanded from 10,000 places to 15,000, three of the extra places will be for unemployed school leavers.

Many courses will be taken on exchanges and placements will be taken on in time with applications for the scheme.

A spokesman for the DES said that by the end of the year there could be some 20,000 people employed through the scheme.

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TSA counts page 6

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NUT now wary of crying wolf on jobs

by Sue Cameron

The National Union of Teachers is now playing down the possibility of massive teacher unemployment, despite predictions that up to 6,000 teachers may be unable to find posts by September.

Mr Fred Jarvis, general secretary of the NUT, told a press conference on Monday there could probably be "hundreds" rather than thousands of teachers out of work this autumn. An NUT survey on Saturday showed that job prospects for teachers were grimmer this year than they had ever been before, but he added that the NUT had been caught crying wolf in the past and were taking no chances this time.

Their survey shows that a number of authorities are employing for them by the Department of Education and Science. Many are also cutting back on the employment of part-timers and most of them will be unable to improve their pupil teacher ratios next year.

Only 31 of the 104 authorities in England and Wales replied to the NUT questionnaire. In many cases they did not provide the figures for last year so a comparison was impossible. This could be one reason why the NUT are taking such a cautious line.

Mr Jarvis said his union was "likely to declare a dispute" with authorities such as Bradford and Derbyshire who are planning particularly stiff cuts in staffing.

The alternative to an official dispute under the collective discipline procedure would be a campaign of industrial action by teachers. This could lead to more

time education in some areas with thousands of children being sent home. No definite decisions had yet been made.

"Even a standstill on jobs would be adverse in terms of the employment prospects of newly qualified teachers. And the country should be employing the teachers now coming out of the colleges because it is never the Government's intention that they should be unemployed. Yet when we saw Mr Fred Jarvis, the Education Secretary, last week we found his officials less confident about job prospects than before."

Mr Jarvis said authorities usually tended to give priority to newly qualified teachers when this was possible. The people likely to be hit the hardest were part-timers and married women teachers. There was evidence that some authorities were offering on quota posts to teachers who were now off the quota, which would mean fewer opportunities for the newly trained.

Mr Alan Evans, head of the NUT's education department, said there were now "virtually no vacancies left in primary schools anywhere in the country".

"There has never been a time when schools have had such a choice of staff. And even in the secondary schools there is considerable competition for jobs. I am one of the governors of a London secondary school and the other day we found we had four applicants for a Scale One maths post. I've never known this before."

TES teacher employment survey page 7.

An announcement

University of London Press The English Universities Press Brockhampton Press

From 1st July all our new publications will bear the one imprint Hodder & Stoughton, and we shall cease to publish under our individual names.

The University of London Press has in fact been part of the Hodder group since 1910, and the English Universities Press and Brockhampton Press were created by Hodders in 1934 and 1939 respectively. Thus the one imprint implies no merger or takeover.

Until now we have appeared to many to be three quite separate publishing houses unrelated to Hodder & Stoughton, but we feel the time has come when we should be seen by the general public as well as by educationists, librarians and booksellers for what we really are—a group of publishers with diverse lists but with the resilience and strength of one organisation.

The first manifestation of our name-changes will be on our new seasonal catalogues which are available from:

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(previously Brockhampton Press)

Handwritten text: "The first manifestation of our name-changes will be on our new seasonal catalogues which are available from:"

A report published by the Training Services Agency calls for 'gateway' courses to help young people bridge the gap between school and work

Revolution in job training could save the lost 300,000

by Philip Venning

A revolution in job training, involving a national system of courses to prepare school leavers for work and central funding for first year of the job training, is proposed in a discussion paper published last week by the Training Services Agency.

The paper (previews in the TES on June 6) is critical of schools, careers services and employers. It draws attention to the stark contrast between the world of school and work, and proposes "gateway courses" to help school leavers make the transition. The courses would last about three months and would be run by colleges of education, skillcentres, and in factories. They would be available to school leavers before they started work or as part of their initial training.

The TSA says schools can only make a limited contribution to preparing pupils for work. But they give little guidance about possibilities open to pupils.

The increasing emphasis in schools on personal development rather than formal instruction conflicts with the environment at work, where conformity, standards and working to a time limit are important.

The improvement in careers education and guidance in schools is welcome but uneven and inadequate. Both teachers and careers officers need to know more about industry and commerce to be effective. Arrangements must be made to allow people from industry to visit schools to present the world of work.

The TSA commend link courses, work observation and experience courses as means of gaining an insight into working life and easing the transition from school to work.

The careers service should clearly have adequate resources to do its job, but career advisers might be overworked if the service were to concentrate on those pupils, at all levels of academic ability, who are most in need of help and advice rather than spread its resources thinly over a large number of

pupils, many of whom will already have made a sensible choice of career or job.

The paper questions whether the present arrangements for providing information and advice on whether to stay at school or take a job result in balanced or informed decisions. It calls for more systematic assessment of potential and providing information to reconcile ambitions with capabilities, jobs and training.

Employers complain that numbers of young people leaving school without an adequate grasp of literacy and numeracy skills, the agency says. "This may not reflect an absolute decline in standards. It may be caused by an increasing need for these skills in employment and by the fact that able youngsters may stay on longer at school and enter employment at a higher level."

Out of half a million boys and girls entering employment each year, about 300,000 receive little or no training. This 60 per cent compares badly with 10 per cent in Sweden, in Germany, 70 per cent in the United States. The rest take courses lasting between two and four years after school. The quality of British training has improved but the quantity remained inadequate.

"The TSA consider this position profoundly unsatisfactory for both economic and social reasons... the experience of 'learning to learn' things relevant to work would help them to adapt to change more readily and therefore work more effectively throughout their lives."

As the state devotes more money to educating the more gifted up to and beyond university degree level, the gap between provision for them and the provision for those who leave school at 16 becomes wider.

The paper also criticizes employers for giving little or no induction training to unskilled workers. This might seem rational from an economic point of view. "But the feeling that he does not matter to the firm is likely to discourage the young entrant from any sense of commitment to end satisfaction in his work, and to encourage thoughts of change in another job."

Employers should be much more aware of the teaching methods in schools, the common attitudes of young people to work and the difficulties they have in adapting to working life. Supervisors and more experienced workmates should be given responsibility for advising young entrants.

Two difficulties were likely to hinder any improvement in the training of young people. "First, most employers at present see no need for any more training than is given already. Second, some young people have little or no motivation to enter a formal course of training; they are only too glad to leave school and do not want to do anything that seems like going back to school."

To meet these difficulties the TSA propose a system of "gateway courses"—short preparatory courses for school leavers and young entrants in the work force. The rest should be borne by the Government.

The content of the courses would vary but would usually need to include: a knowledge of industry and awareness of how work differs from school; knowledge of PAYE, national insurance and other aspects of adult life; communication skills; and the opportunity to develop self-reliance and maturity. They would also include some vocational training.

"Much of the general content proposed for gateway courses could be regarded as an appropriate element of secondary education from the age of 14." The paper asks if a directly vocational element could be brought into the school curriculum.

"Such a proposal comes up against practical constraints as well as the more complex questions of curriculum balance and educational principle. There is a limit in the functions the school can take on without the balance of the curriculum being distorted or pupils overloaded."

The TSA say they are planning to extend the number of short courses they run for unemployed young people and study the results of different types of course. They recognize that for many young people the most attractive form of training would be accelerated craft training under the Training Opportunities Scheme. But they say it would be impractical to reduce the minimum age limit to include school leavers.

The total cost of first year of the job training would be about £150m a year. This could be paid for either by the Government or by some new system of employers' end workers' contributions.

The Training Services Agency, 162-168 Regent Street, London, W1, is the body responsible for the paper.

The paper, *Aims, Influence and Change in the Primary Curriculum*, is edited by Professor P. H. Taylor of Birmingham University. It is the first in a series of *Monographs in Curriculum Studies* to be published by the foundation.

'Contagion' the only way to spread morality

Teachers should revolutionize their interpretation of moral education in the secondary school curriculum, says the director of the Schools Council Moral Education project, Mr Peter McPhail.

Speaking at a staff conference at Bristol's Speedwell Comprehensive School last week, he said morality could no longer be confined to sex instruction or intensive classroom sessions of verbal analysis.

Through his Schools Council project, Mr McPhail is developing a new teaching approach. The emphasis is on a "contagious" morality. "The motivation for moral behaviour is treating individuals with consideration for their needs, but we have in link at today's school as a vital communications reference area because a growing number of parents no longer have time to talk to their children. In fact the only direct communication some children receive is from school."

"Though it is difficult to timetable morals or make any conscious provision, we must identify morality as an integral part of every school subject."

Mr McPhail said teachers should realize that moral education was a subtle form of conditioning children to accept middle-class values. They should exercise caution in imparting personal standards, while never striving for neutrality. To talk in terms of a neutral teacher was futile.

Professor Sir Edmund Leach, provost of Kings College, Cambridge, said adolescents had been subjected to an overdose of anti-

greater powers than those popular for the Royal Opportunities Commission, so that they can help or hinder them in their case. But their members should be bad.

The new law should obligate authorities to meet the needs of minority ethnic groups, said Sir Edmund. He said the Government in special and more positive role. Special should be set up in each relevant department.

The Department of Education's Science should endorse the Educational Disadvantage Unit to industrial tribunals and directly to industrial tribunals and directly to industrial tribunals. This will harmonize race discrimination legislation with sex discrimination legislation now going through Parliament. But it will limit the role of the Race Relations Board.

The CRC suggests the board and the commission should merge. This would ensure coordination and avoid duplication of effort. It would also clear up any confusion in the mind of the public.

The new body should have

Bad school rules enforced for administrative convenience rather than the benefit of children are criticized today by Mr Laurie Green, head of Queen's Manor primary school in Fulham, in *Where*, the parents' magazine of the Cambridge Advisory Centre for Education.

"The enforcement of irrational rules and standards is not educational," Mr Green says. As examples he cites not allowing pupils to speak during school dinner, not allowing girls to wear jeans or boys long trousers and insisting that all children on school outings wear school uniforms.

Parents, teachers and pupils should campaign against irrational rules, he says, through governors, school council, parents' meetings

Children from at least five million families on the poverty line are not getting enough to eat and during school holidays their diets are often seriously inadequate, the Child Poverty Action Group claimed this week.

The CPAG's continuing survey of 60 families earning up to £25 a week shows that spending on food has dropped from £1.4 a head to £1.60 in the last six months.

This is at a time when food prices are rising, and the national average on food is £1.80 a head, twice this amount. The average poor family bought 264

Fall in resignations 20 l.e.s plan to be below quota hard time ahead for college leavers

Scramble for jobs: TES survey reveals gloomy prospects for new teachers

A dramatic fall in teacher resignations, a scramble for the jobs that are going, and at least 20 authorities planning to employ less than their quota of teachers, are revealed by a TES survey of teachers' job prospects next September.

The survey, in which 95 of the 104 local authorities in England and Wales answered a questionnaire, shows that while many authorities are hoping to maintain, and in a few cases improve, their pupil-teacher ratios, there are strong signs of a hard time ahead for this year's college leavers.

One of the principal features of the year must be the fall in resignations which has probably reduced the number of new jobs, quite independently of any cuts in education spending. The survey shows that 63 authorities noticed a fall in resignations this year, averaging about 20 per cent. The Houghton award was the most common reason suggested.

"They have had a big rise and they see the possibility of higher pay if they hang on", said one official.

In some areas staff contentment seems to have grown even more impressively. In Calderdale resignations are down by more than half compared with this time last year. In LEA they have fallen from 4,479 in 1974 to 2,881 in 1975, and in 1976 to 2,000 in 1977.

Other authorities with a big fall are Cheshire, Manchester, Leeds, Newcastle, Bradford and Newport. Though authorities were not asked to distinguish, it is possible that the fall is more marked in primary schools. Croydon, for example, had a slight fall in secondary resignations but a marked fall in primary resignations.

A change in the number of resignations does not necessarily reduce the number of jobs, however. Most of those resigning would normally be applying for other teaching jobs elsewhere. What matters is "whether the number of teachers leaving teaching altogether."

The worry up to now has been that teachers will no longer be coming from cuts in education spending. So far the Government have been claiming that the number of local authorities who have fallen below quota is 17, but the Department of Education and Science have only received replies

The TES sent all local authorities in England and Wales a questionnaire on job prospects for September. Nearly all replied. They were asked for details of their:

- quotas
- school population
- teacher pupil ratios
- resignations
- job applications

PHILIP VENNING reports

on quotas from half the authorities (compared with more than 90 per cent who replied to the TES).

The evidence from the TES survey is inconclusive, but it does not confirm the fears of the National Union of Teachers that the number below quota will necessarily mean teacher unemployment. The survey shows that the number of jobs being reduced in some authorities just about equals the number by which other authorities hope to increase their teaching forces.

But there are clear underlying signs of deterioration. At least 20 authorities plan to be below quota this year, compared with 32 last year. But many of those who were below quota last year only fell short by a small amount and in certain subjects.

Several are hoping to fill these vacancies this year—in the usual shortage subjects, such as maths and civics.

The survey also reveals that cut-backs are occurring because the number of authorities expecting to be above quota has fallen from 31 last year to 25.

Those planning to be below quota are fairly evenly spread over the country. Avon, however, by 136 last year,

expect to be 250 below this year. Lincolnshire, below by 86, expect to be 200 below. Lancashire, Norfolk, Cornwall, Devon, and Derbyshire also expect to be below quota.

Sheffield, who were 140 above, now plan to be only 30 above. Doncaster, 85 above, expect to cut this to 10 above. Bradford, 280 above, expect to be on quota, as do Northamptonshire who were 42 above last year.

All these figures are liable to change. Apart from the difficulty of filling certain vacancies, the full effect of education cuts has not yet been felt. Only a month ago Leeds, for example, told the National Union of Teachers they would be 20 above quota. They told the TES last week they expected to be on quota, and a few days later narrowly rejected a proposal from the Conservative group to cut this further. Revisions in the figures are generally likely to be downwards.

College leavers are not the only group in difficulties. Many authorities hope to cut down on their off-quota teachers—mostly part-timers, married women returners, and so on.

A lot of married women want temporary teaching jobs but we are not giving them, said one authority. Durham said: "When married women phone up and ask if there is any chance of getting back into teaching, we say 'not much' unless they are specialists we need."

Twenty-nine local authorities said they would be cutting the number of off-quota teachers they employed, though 17 thought they would be increasing the number. Cases, for example, are cutting them from 550 to 350; Warwickshire from about 300 to about 134; and Herefordshire from 1,016 to 888.

Kent are cutting off-quota teachers from 1,036 to 680, but they plan to raise their number of quota teachers from 200 above quota last year to 440 above this year.

Survey said that they were encouraging the replacement of part-timers with full-timers to bring them up to quota. However, most authorities expected to be taking on roughly the same number.

Planned pupil teacher ratios give some indication of the squeeze on teaching jobs, though they also reflect changing school populations. Most areas have a rising secondary school population, and a falling primary population. This means that authorities will be tempted to



"All I did was to ask him if it was his job I saw advertised."

restrict their recruitment of primary teachers.

In May the DES asked authorities how many vacancies they had left. Nearly half said they had some but only seven had any in primary schools. Sixty to 65 per cent of college leavers this year are trained primary teachers.

At least 10 areas are planning for a worsened ratio in both primary and secondary schools—but usually by a tiny amount. Cleveland's primary ratio will change from 25.9:1 to 26.1:1, its secondary ratio from 17.7:1 to 18.5:1. Richmond's primary ratio will change from 23.6:1 to 24.6:1, its secondary from 17.1:1 to 18.1:1, and its secondary colleges from 10.4:1 to 11.5:1. Others cutting both include Bradford, Bedfordshire, Warwickshire, Bromley, Brent, and Suffolk.

Lancashire and Sheffield are planning a worse primary ratio. Most authorities expect their ratios to stay much the same, though more than 20 expect some slight improvement in primary, and eight, expect improvement in secondary or middle schools.

The shrinking opportunities in primary schools are confirmed by the big growth in applications for primary, and to a lesser extent for secondary jobs. More than three-quarters of all authorities reported increases in applications.

Doncaster reports an increase of 80 in applications from college leavers for primary posts, but none for secondary posts. Liverpool said they had had three times as many applications as usual.

Barking said that one post had 40 applications instead of the customary two or three. In Devon a Scale 1 post attracted more than 100 applications. Durham said that last year they had a total of 900 applications for 300 jobs. So far this year they have had 825 applications but their quota is 175. In Wigan 180 out of 300 applications were interviewed. Only 50 will be appointed.

How the quota works

The quota system is a voluntary method of rationing the supply of teachers between local education authorities, which was started in the mid-1950s because some L.E.s felt they were not getting their fair share. After a meeting of all authorities with the Department of Education and Science, the DES undertook to administer the system.

The DES works out the quota of teachers for each authority on the basis of college of education output, school population and age-range, social factors and the previous year's quota.

Though part-timers and married women returners in their first two years are not counted in the quota, supply teachers are, and some authorities have been known to bump up their figures artificially by employing a large number of supply teachers on the day the return is made in September.

Representatives of the local authority associations, plus a cross-section of authorities, meet with the DES each year in October/November to discuss provisional figures for the following school year. At this stage if one authority wants more and another less, there is room for adjustment. In January the department sends an official letter telling each L.E. what its quota is.

Though all sides emphasise that the quota is voluntary, its status has changed with circumstance. Once it was a ceiling for recruitment: for the past five years it has been a floor. Education officers and committees have used it to persuade finance committees that they need a certain amount of money to pay the number of teachers the authority is supposed to employ. But the quota does not play a part in rate support grant negotiations, although these make provision on a national scale for teachers' pay.

Now that there is much more equality in staffing ratios between different areas, L.E.s are able to proceed from the ratios they have already achieved rather than wait on the DES quota to help to establish them. As the supply of teachers has grown, it has become easier for them to get the staff they want.

If one area is not going to fill its quota the DES can approach other authorities which would like more teachers to tell them that they can go above quota. The quota's main function now may be to help keep the teacher employment situation flexible.



Out of half a million boys and girls entering employment each year, about 300,000 receive little or no training.

Aims talks short on facts

Teachers rely largely on statements of opinion and counter-statements rather than reasoned argument and questioning in discussing their aims, say two of the authors of the recent Schools Council study of primary teachers' aims (TES, May 30).

In the first of a series of curriculum monographs published by the National Foundation for Educational Research this week, Dr Patricia Ashton, Leicester University, and Mrs Frances Davies, the University of Birmingham, give more details of the analysis of teachers' discussions carried out as part of the council's Aims of Primary Education project. Only a small proportion of these

discussions, they say, took the form of direct references to academic words or experience in the classroom. In seven discussions mentioned, 87 per cent of all contributions were expressions of opinion or questions asking for opinions. Only two per cent referred to teaching experiences and the same proportion to theoretical or research studies in education.

The monograph, *Aims, Influence and Change in the Primary Curriculum*, is edited by Professor P. H. Taylor of Birmingham University. It is the first in a series of *Monographs in Curriculum Studies* to be published by the foundation.

BEd students will be tested on 3Rs

Teachers who leave Bradford College can count on one sure thing: they will be able to add up. They should also be good readers and writers.

The college aims to test literacy and numeracy among students who want to train for a BEd degree, and a course on the 3Rs was announced by the college last week. It was arranged after what the principal, Mr Eric Robinson, called "a massive response from lecturers and people in public service in a request for suggestions".

Not enough to eat in the holiday

Children from at least five million families on the poverty line are not getting enough to eat and during school holidays their diets are often seriously inadequate, the Child Poverty Action Group claimed this week.

The CPAG's continuing survey of 60 families earning up to £25 a week shows that spending on food has dropped from £1.4 a head to £1.60 in the last six months.

This is at a time when food prices are rising, and the national average on food is £1.80 a head, twice this amount. The average poor family bought 264

Trial for 'study at home' plan

Experiments which would allow housebound mothers and other people unable to follow a full-time course at further education college to study at home have been proposed by the new Business Education Council.

The council (BEC) were set up last year to reorganize business and commercial education and replace the large number of existing institutions with their own

In a consultative document they propose that students should be allowed to study in any combination of full-time or part-time days.

Two types of experiment into directed private study should be set up. A few colleges should be asked to provide directed private study for students who could not attend a full-time course. The courses would be open to students who could not follow a full-time course because of family commitments or other reasons.

Some of the centres would be for those with formal entry; others would be open to the unqualified. The results would be compared over five years.

£25,000 needed to rescue

Unless the Government comes up with £25,000 the Attlingham Adult College in Shropshire will close down at the end of the year.

The governors of the 30-year-old college have sold off their investments, increased the tuition fees and cut back domestic staff by a quarter. But they are faced with a loss this year of £25,000.

"Unless the Government's reply is a positive one, there will be no alternative but to close the college, despite though we regret that the rescue operation will have failed," said Lord Boyne, chairman of the governors.

An appeal has so far produced £2,000. But the college needs much more than this to guarantee its survival. Salop County Council has granted £23,800 and money from fees and other sources will bring up the total income to £94,500. The budgeted expenditure is £119,500.

Lord Boyne said: "The governors feel that the time has come when we would be unreasonable for them to attempt to carry on the college and its work, or for the county council to make any special effort to assist them to do so until the attitude of the Government is clarified."

'Tell them about apartheid'

Links between Britain and South Africa and the spread of racialism in this country meant it was vital for British schoolchildren to be taught the facts about apartheid in South Africa, said Mr John Sprack, vice-chairman of the London division of the Association of Teachers in Technical Institutions, at a conference in London last Saturday.

Organized by the Anti-Apartheid Movement, the conference set out to inform teachers of the situation in Southern Africa. Delegates were asked for what they would like to see included in an education kit, which is being produced to counter what the AAM says is the distorted view given in the South African House kit, currently in use in many British schools.

"The need to provide schools with the truth about Southern Africa is increasingly urgent because the media are glossing over the real oppression and giving publicity to the superficial changes with which Mr Vorster is trying to satisfy international opinion," said Mr Sprack.

Often material produced in collaboration with South African House did not state this. Ms Ann Peters, a librarian, told the conference. Delegates were also shown alternative sources of information, including publications by the Anti-Apartheid Movement and the later

National Defence and Aid Fund, and Last Grave at Dimbaza the film taken secretly in South Africa.

Mr Billy Nannan, of the African National Congress of South Africa, a South African teacher, described the discriminatory education system. Per capita expenditure on white education is approximately 20 times higher than that on African education. Whites receive free and compulsory schooling. Africans do not. Schools are segregated, not only by black and white, but into the various black ethnic groups to prevent solidarity.

Mr Harold Wolpe, a sociology lecturer at Essex University, said minor reforms in African education reflected the changing needs of the productive system. The education system was geared to maintaining the supply of cheap, unskilled or semi-skilled labour.

Delegates resolved to follow up the conference with further meetings, the formation of an action committee and experimental teaching of prepared lessons on Southern Africa. Among the publications shown at the conference were *Apartheid Quiz* and *South Africa Quiz*, both available from International Defence and Aid Fund, 104 Newgate Street, London, ECL 20J each.

COURSES

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Reading University

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This course run by the Schools Council Sixth Form Mathematics Project (1969-74) will be concerned with a new approach to mathematics in colleges and sixth forms based on imaginative relevance and suited to a broad ability range. The Project has recently published the first titles in its series of booklets "Mathematics Applicable" (Heinemann Educational Books). Further particulars of, and application forms for, this conference may be obtained from the Schools Council Office, University of Reading School of Education, London Road, Reading RG1 5AQ.

AEC conference
Reports by
Mark Vaughan

L.e.a.s may take public school places

Local authorities with children in direct grant schools may have to transfer them to independent schools in a few years' time, Mr George Cooke, chief education officer for Lincolnshire, said last week.

Education authorities would get no money to expand comprehensive schools to take those children who would have gone to the direct grant schools. "If the direct grant schools go independent, we have been told by officers at the DES that it is not a sufficient argument for a route over heads programme."

The Department of Education and Science officers said that extra money would only be forthcoming if the direct grant school was forced to close because of Government policy.

"This means that some authorities will be forced to purchase places in the independent schools to ensure roofs over heads for an indefinite period."

The conference agreed a motion calling on the Education Secretary to make allowance in future building programmes for school places but because of direct grant schools going independent or closing down.

The new method of giving L.e.a.s lump sum allocations for their school building programmes was criticised at the AEC conference on Wednesday morning.

Mr J. R. G. Timmins, director of education for Cheshire, said that in the first year of the new system his authority was able to build 60 in 65 per cent of what was built under the old cost limits system.

"All our worst fears have been confirmed. There is still an incredible deficiency in the funds, need for the lump sum allocation is to be flexible and in the desired, and accepted by authorities, then it must be fair and it must be done properly and fairly. What is happening now is that the lump sum allocation is being calculated correctly."

The AEC are to ask Mr Mulley to allow L.e.a.s to take part in the exercise which calculates lump sums.

Mr Fred Mulley, the Education Secretary, is to be asked to "reassess" the growth in universities and polytechnics until resources in colleges of education and former colleges of education have been taken up by newly established courses.

Midday supervision in schools was described by the conference as a "continuing unsatisfactory situation". They decided to ask Mr Mulley to look into it.

A survey of 696 heads had revealed that two-thirds of them did not go off duty during this period. For the safety and wellbeing of pupils, they felt they personally had to be on duty.

Why a small girl wouldn't talk to adults

In the present economic crisis, the highest priority for L.e.a.s concerned about reading skills should be to get extra helpers to work with the children.

This was the suggestion put forward by Dame Muriel Stewart, after she addressed the conference last week. "I am sure it is contact with people which is vital for the younger child. It is very important that they know more than one adult to talk to."

Dame Muriel, who was on the Bullock Committee into reading standards which reported earlier this year, said one of the most important things to come out of the report was the decision to monitor reading standards in schools. "We will be building up a picture year

Universities 'won't be whipping boys'

The universities may not be used as whipping boys for the failed expectations of the 1960s, Lord Boyle, vice-chancellor of Leeds, told the Association of Education Communities conference at Eastbourne, last week. Universities, he said, were national and not regional institutions and they did have something special to offer.

When they were asked to expand at the beginning of the 1960s they were reluctant. "However, when put on their mettle and provided with some incentives, they responded with enthusiasm in the Government's call. Expansion has been a consistent trend ever since."

The universities were willing to play their part in the economic drive brought on by the country's difficulties but they had also said they were willing to expand yet again to take in the student body which would occur between now and 1982-83. "They represent an enormous capital and human investment, one of the very best this country has got."

Although some form of working arrangement between universities and polytechnics in terms of long range planning might be essential, few people would agree to replace the universities grants committee system by some regional system of

No confidence in CLEA

The first year's achievements of the Council of Local Education Authorities were attacked on the opening day of the conference.

In his presidential address to the AEC on Wednesday, Colonel R. J. Jackson said CLEA's first year of existence gave "little cause for confidence in the years that lie ahead."

In the past few months, it had become abundantly clear that CLEA had not been given sufficient independence by their parent bodies, the Association of County Councils and the Association of Metropolitan Authorities.

"It was the intention of the Council of Local Education Authorities that the annual conference, which they organized, should be in substitution for our own conference, but this proved to be far from the case." No resolutions were discussed at CLEA's first meeting last year, and as a result, it was impossible for authorities to feel they had played a major part in the formation of policy.

However, Colonel Jackson, who is a member of North Yorkshire education committee, said he still regretted that the AEC, the ACC and the AMA had been unable to evolve a system of cooperation.

Although there had been attempts by the ACC and the AMA to persuade L.e.a.s and their education committees to join the AEC, the association still provided a free and unfettered voice for education.

Government blamed over jobs

Lord Alexander told the conference that if there was teacher unemployment, it was because of decisions by central government, not by local authorities.

He warned all education committees to do their best to avoid any teacher unemployment in the future. They should make it clear that any unemployment was because the necessary resources were not available, and not because the government did not want to employ teachers.

Education committee members should tell their colleagues in local government that it was their own interests in avoiding an unemployment.

The conference unanimously agreed a motion which "resolutely opposed" the transfer of schools to government of teachers' salaries.

After Dame Muriel's address, the conference agreed a motion urging the Education Secretary, L.e.a.s and schools to ensure that no recommendations were made because of lack of money.



John Mountain of Brentwood, Essex, and Pat Ballard from Reading, who have been awarded first class degrees in civil engineering at Leeds University.

Census shows up jobs claim

The last census figures throw light on recently discredited claims that the education service was rapidly becoming one of the largest employers in the country. It shows that in 1971 under 6 per cent of employed people were in education including related occupations such as driving instructors and training officers.

In 10 per cent of the population aged 15 there were 85,663 people employed in maintained primary and secondary schools, including class and cleaners and other staff. Independent schools, usually unstaffed to cope with boarding, had 23,352 employees. Administrators absorbed about 7 per cent of those in education.

The big discrepancy between the number of boys and girls getting apprenticeships is also emphasized by the census. In 1971 in 10 per cent of the population 63,639 boys were undergoing some form of training, compared with 44,182 girls. Most of the girls were in nursing (15,772), hairdressing (3,581) and in a lesser extent training as clerks or cashiers (1,126).

The only other occupations with any significant number of girl trainees were laboratory and shop assistants. Most boys were in engineering.

The figures also reveal that there were quite a few "unemployed" teachers in 1971. Nearly half the 300 men who described themselves as unemployed teachers were primary or secondary teachers. Most were aged 23-34 or 60-64. Over 300 women teachers were unemployed, 300 of whom were married.

Census 1971 Great Britain: Economic Activity Part II (10 per cent Sample), HMSO £5.45.

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Londoners may miss out on adult literacy cash

Adult literates should have on of London if they are to benefit from the £4m set aside by the Government to help them—judging from applications so far received by the Adult Literacy Resource Agency.

With more than half the money already allocated—and a large stock of applications likely to exhaust it—£1m it appears that nearly half of London boroughs are going to miss out because they have not bothered to apply. Applications from the rest of the country, however, have been prompt, and 41 of the 47 counties and 14 of the 17 metropolitan districts have already applied. To this must be added 34 applications from voluntary organisations that are running 19 that have gone through their local authority.

Mr Bill Devereux, director of the agency, said they were keen to allocate the money quickly so courses for training volunteers could get going by the autumn. Many authorities have started these courses this month.

Up to now, £400,000 has been given in 67 local authorities, £30,000 in voluntary organisations and £25,000 for other projects. About

£90,000 has been set aside for administration. In a progress report Mr Devereux said: "In many cases it has been necessary to prime drastically local authority bids, not so much because they are overstating their needs, but because of the regard which must be had to similar bids from other authorities, and the limited amount of money available."

"We have worked on the principle of responding quickly to applications and giving interim allocations on what the authority and the agency regard as priority sectors." The largest share of the money had gone on training (42 per cent). A quarter had gone on teaching materials and another quarter on audio-visual aids. "We have been pretty tough on audio-visual aids. They can run away with a lot of money and may have limited use."

Many authorities were worried about being able to continue their programmes once the £4m—seen by the Government as a pump-priming payment—ran out next year. For this reason, the agency had been concentrating on helping authorities help themselves, Mr Devereux said. The difficulty facing voluntary bodies was more acute however.

Staff resist 'discovery' science

Materials developed for the discovery-learning curriculum project "Science five in 13" did little to persuade teachers to adopt new teaching methods, says a Schools Council evaluation of the project published last week.

Teachers who used the materials most effectively were those already committed to giving children freedom to learn through active exploration.

The evaluation, by Wayne Harlen, said: "Advice is being given to help teachers in use 'Science five in 13' will need to give special help through in-service training to teachers who at present tend to direct and control their pupils' work closely."

The evaluation was "formative" and was intended to help project teams to modify the materials as they were developed rather than to give an overall assessment. Direct classroom observations and comments from teachers were more useful than information from time-consuming and expensive tests.

Another research report by the council last week describes the development of a means for systematic classroom observations. A science teaching observation schedule developed at the University of Leicester School of Education under Professor J. F. Eggleston is designed to record intellectual exchanges during science lessons.

This, it is claimed, will enable future researchers to analyse teacher performance, classify styles of teaching, and cast light on the way pupils learn.

A high degree of reliability is claimed by observers who have tried it. Complaints that the procedure misses much of the important aspects of a lesson, whether the teacher establishes a rapport with the class or is sympathetic to them, Science five in 13 of formative evaluation by Wayne Harlen price £4, and a science teaching observation schedule by J. F. Eggleston, M. Gahan and M. R. Jones price £1.65. Published by Macmillan Education.

Still too many who can't read

Remedial education should be provided by a new method of remedial education services, according to Mr David Moseley, principal psychologist at the London Child Guidance Training Centre.

In special provision for reading, a book published last week with the subtitle *When will they ever learn?* Mr Moseley says special education services need reorganising to give every child a genuine chance to learn.

The 1944 Education Act, he says, told every L.e.a. to provide special education for children with reading difficulties but did not say how they should do this. In spite of the expansion of special services, large numbers of children still could not read or write.

Mr Moseley says that, in most cases, responsibility for this is left with head teachers, and the needs of backward readers have tended to have a low priority with them. Most of the teachers doing reme-

dial work were inadequately trained and poorly equipped.

"In many areas there is a desperate need for improved screening, diagnostic, advisory and teaching services for children who cannot easily adapt to the normal curriculum."

Segregating badly behaved pupils in special schools or units was not the answer to their learning difficulties, and poor achievement itself was often the cause of disruptive behaviour. Teachers and remedial specialists needed to work together. Follow-up support was badly needed in secondary schools. Remedial help should be available in primary schools before the age of seven or eight and could be given at the infant or nursery stage.

A unified special education service could provide the "much needed common cure of training for the various professions involved". Special provision for reading by David Moseley, NFER Publishing Company, Windsor, Berkshire, £5.45.

Anglo-French degree

The Middlesex Polytechnic and the Ecole Supérieure de Reims, France, have joined forces to mount a new degree course in European business administration.

The two institutions have been working for three years to prepare the new degree syllabus. Equal numbers of French and English students will work together on a four-year course, spending two years in France and two in Britain.

Industrial experience in both countries, similar lectures and examinations set by a board composed of equal numbers of French and British staff are the keynotes.

Kent students face hold-up over grants

Students from Kent could find themselves waiting empty-handed for their grant cheques next term because of the Government's delay in announcing new rates of grants.

Mr Alistair Lawton, chairman of Kent education committee, said details of the revised rates were received late last month and could result in delays in payment.

Last year some Kent students had to start college without any money because of a similar hold-up. Although protests were made to the Government about the delays, this year's figures have been received even faster.

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John Coyle

News round-up

Leaving date to change

Legislation to change the school leaving date from July to June was introduced by Mr Fred Mulley, the new Secretary of State for Education and Science, last week.

Mr Mulley said on Tuesday that teachers and local authorities favoured an earlier leaving date. He hoped to introduce a Bill in the next Parliament to allow 16-year-olds to leave school after their examinations. The Bill would take effect next summer. This did not mean that the Government were going back on the raising of the school leaving age but it would avoid pupils having to wait aimlessly for six weeks or so at school.

Mrs Elsie Clavin, president of the National Union of Teachers, warmly welcomed Mr Mulley's announcement.

Lord Alexander, secretary of the Association of Education Committees, said "We accept what Mr Mulley is doing, although it is going too far to say that we welcome it".

Bill may put off parents

If the Children Bill as it stands becomes law, many families in difficulties will not ask the social services for help because they may lose their children. This was claimed in a joint statement this week from the British Association of Social Workers, the Child Poverty Action Group, the National Council for Mental Health, Gingerbread and the National Council for One Parent Families.

If the law is changed so that parental rights are diminished in favour of those of foster parents, the statement says, children are less likely to be fostered. More will end up in institutions.

Tribunal upholds sacking

Mr Ray Gorman, former head of the 1,150-pupil Alun Comprehensive School, Mold, who was sacked by Chwyd County Council last December, was not unfairly dismissed, an industrial tribunal has decided.

The decision, reached after a five-day hearing at Colwyn Bay, North Wales, was unanimous. Mr James Fitzhugh, QC, chairman of the tribunal, said the main reason for rejecting Mr Gorman's application was that he had wilfully adopted policies which he knew were at variance with Chwyd over teaching Welsh and Welsh studies in English. He had also followed policies which were at variance with those of the school governors concerning integrated studies and a faculty system of organization.

Mr Fitzhugh said by his overall conduct Mr Gorman had "displayed a temperament which was unsuitable in a person holding an appointment of headmaster".

The tribunal expressed "some sympathy" for Mr Gorman, saying that he was "a dedicated teacher intensely concerned for the welfare and best advantage of pupils in the school".

In his brief verbal decision—a decision in writing will be given later—Mr Fitzhugh described the behaviour of Chwyd's director of education, Mr John Howard Davies, as "exemplary".

After the hearing Mr Gorman said that he would not appeal against the decision.

Mr Gorman, who gave evidence for nearly seven hours, denied that he had railroaded parents of new pupils into opting for the Welsh language course rather than the alternative Welsh studies in English.

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able in a person holding an appointment of headmaster".

The tribunal expressed "some sympathy" for Mr Gorman, saying that he was "a dedicated teacher intensely concerned for the welfare and best advantage of pupils in the school".

In his brief verbal decision—a decision in writing will be given later—Mr Fitzhugh described the behaviour of Chwyd's director of education, Mr John Howard Davies, as "exemplary".

After the hearing Mr Gorman said that he would not appeal against the decision.

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There was little demand for Welsh studies, he told Mr Ronald Waterhouse, QC, appearing for Chwyd County Council. In September, 1974, fewer than 10 of the 275 first-year pupils had opted for it.

Mr Gorman said that when he became head in 1972 he had a good working relationship with the governors. He denied Mr Waterhouse's suggestion that he had later behaved provocatively towards them.

Mr John Glanville Jones, appearing for Mr Gorman, said in his final submission that the Welsh policy had continued since Mr Gorman's dismissal.

He said that many of the allegations against Mr Gorman were trivial. "By counting a number of trivial incidents you don't end up with a serious one." A lot of the incidents had been dredged up from people's memories.

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Ray Gorman

5,000 in 'blacklist' protest

Two petitions, containing more than 5,000 signatures, were handed in to the Inner London Education Authority last week, protesting against the blacklisting of Mr John Warburton, a young teacher who was banned because he talked about homosexuality in class.

Mr David Chalkley, Labour councillor for Lewisham, presented the petitions to the authority's education committee. He said 1,617 teachers and student teachers and 3,510 other people had signed them.

Mr Warburton was banned from teaching after he declined to sign an undertaking as well as his contract of employment. The undertaking said he would not discuss homosexuality except in the context of a completely structured programme of sex education with knowledge and agreement of the head teacher.

The authority have since blacklisted an appointment he was offered personally by Mrs Caroline Benn, of the Energy Secretary, and the man of governors at Holland Park Comprehensive School.

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Diamond turns up trumps

Mr John Diamond, 60, has been appointed chairman of governors at the troubled North London Polytechnic. Mr Diamond, who has been vice-chairman for nearly three years and a governor for 22, takes over from Dr Walter Ross, who resigned after only 15 months.

The polytechnic has now had three different chairmen in less than two years. Mr Brian Roberts, editor of the *Sunday Telegraph*, who had been chairman for over 15 years, was ousted in March last year in favour of Dr Ross.

In a letter to the governors' meeting last week, Dr Ross said he had decided to resign because of difficulties over his close identification with the Inner London Education Authority. He is vice-chairman of the authority's further and higher education subcommittee.

More power to pupils

Parents are represented on school governing bodies in 85 per cent of the 91 LEAs who replied to a questionnaire sent out by the National Association of Governors and Managers. Teachers were less well represented. Only three quarters of these authorities had teacher-governors.

Twenty-six authorities said they allowed pupil-governors, though in many cases these were restricted to monitoring or sixth-form members. Nine authorities had non-teaching governors.

According to the survey, 60 local authorities have parents as governors of special schools. School Governors and Managers: Some Facts and Figures. National Association of Governors and Managers, 46 Regent's Park Road, London W1, June, 1975. 20p.

OU tutors face pay cuts

Many of the 6,000 part-time tutors and counsellors employed by the Open University could face pay cuts of up to £100 next year, according to the university's branch of the Association of University Teachers.

In a statement to members AUT says that the cuts, caused by the restructuring of contracts, should be countered by industrial action unless the university agree to increase in contract fees and expenses.

Meanwhile the Open University will have to turn away more than 35,500 of its 52,551 applicants. The planning committee have agreed to cut the admission target from 20,100 to 17,000 in January to save £420,000.

Times Higher Education Supplement

All change at Richmond

Within three years of reorganizing their secondary schools on comprehensive lines, the London Borough of Richmond upon Thames are being asked to approve further radical changes.

The changes, put forward by a working party on secondary reorganization and adopted by the Conservative majority suggest that from September, 1977, the sixteenth form colleges, Shene College and Thames Valley College, and the Twickenham College of Technology, should cease to exist in their present forms, and that a new tertiary college, to be known as Richmond College, should be established in their place.

Two existing 11 to 16 schools, Barnes and Gainsborough, would close, and a new sixth-form entry school would be opened in 1977 on the site of the sixth-form college at Sheen.

400,000 sign petition

More than 3,000 supporters of direct grant schools queued outside the House of Commons last week to lobby their MPs over the government's intention to end the direct grant. The lobby was organized by the Independent Schools Information Service, who also collected and handed in more than 400,000 signatures on a petition asking Mr Fred Mulley, the Secretary of State for Education, to reverse the decision against the direct grants.

Times Higher Education Supplement

Parliament Tories test Mulley

The Opposition launched another attack on the Government's education policy in the Commons last week with a motion calling for the preservation of good schools.

The debate covered the familiar arguments for and against direct grant schools, but if the Opposition hoped that their tactics of frequently colliding the Government to account on education would lead to any yielding of ground by either Mr Fred Mulley, the Education Minister, or Miss Lester, the Under Secretary, they were disappointed.

Although complete abolition of selection for secondary education was only a start, said Mr Mulley, it was a necessary precondition for making all schools good schools and giving all pupils the opportunity to develop to the full within a shared educational experience.

Before the end of the year the direct grant schools would be asked to make it clear if they intended to be part of a comprehensive system. He hoped most of them would, because he believed they had a lot to contribute to local education policy and the education of children.

The Government were convinced that a truly good school was a truly comprehensive school.

Women do not need single-sex unions

The issue of single-sex trade unions—which mainly affects the teaching profession—is sure to be raised again over the sex discrimination Bill, now before the House of Lords, after completing its passage through the Commons.

On the report stage of the Bill, the Commons overturned the standing committee decision that single-sex unions should be exempt from its provisions.

The ministerial changes meant that it fell to Miss Joan Lester, Under-Secretary for Education and Science, to move the government amendment to Clause 12 of the Bill. That clause lays down as a general principle that it is unlawful for trade unions, employers' organizations or similar bodies to discriminate on grounds of sex in admission to membership or in their treatment of members.

The standing committee amendment exempted from this provision those trade unions which already exist on a single-sex basis and are the counterpart, or substantially the counterpart, of a similar body limited to members of the other sex.

Miss Lester said there were only six bodies to which it would apply, namely those representing headmasters, headmistresses, assistant masters and assistant mistresses.

by Alan Wood

and to some extent the National Association of Schoolmasters and the Union of Women Teachers.

The Government amendment overturning the committee decision was carried by 129 votes to 112, a Government majority, 17.

Miss Lester said the Government could not accept that there was a case for treating these bodies differently from other trade unions and professional associations.

Women were not a minority in the teaching profession. They were a clear majority of all teachers. Moreover, they were, by the nature of their profession, an exceptionally intelligent and articulate group of women.

"If women in such a position cannot ensure that their voice is heard except by isolating themselves and refusing to compete directly with men, the case for allowing women in a wide range of other occupations to form separate unions must be far stronger, in particular in those occupations where women as yet form only a small minority."

Yet the clause, as changed by the committee, exempted only those who by their own argument were in least need of it. If women were allowed to form single-sex unions, they would be given to students identified during their foundation course as being particularly in need.

News round-up

Higher OU fees 'will hit poor'

Lord Crowsley-Hunt, Minister of State for Education and Science, told the House of Lords he would be having further discussions with the Open University about fees and the number of new students they may be able to admit.

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Further details may be obtained from The Science Faculty Registrar, RAF, AH188, North East London Polytechnic, Romford Road, London, E15 4LZ. Tel: 01-555 0811.

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West Germany

Comprehensive idea gets cold shoulder

by David Dugworth

Baden-Württemberg is the latest of the federal states to draw up a draft Bill for the reform of its school law. Its provisions illustrate the gulf between Christian Democrat (CDU) and Social Democrat (SPD) thinking on this issue.

Compared with the school laws already in force or in the legislative pipeline in a number of SPD-controlled Länder, the present Bill is a very conservative document which proposes only moderate changes in the existing regulations. It is the CDU state government's answer to drafts submitted over a year ago by the SPD and Free Democrat Opposition parties and all three are now being debated together in the state parliament.

According to Herr Wilhelm Hahn, Education Minister, the Bill is concerned primarily with "the internal reform of schools". It reaffirms the state government's faith in the traditional tripartite division at secondary level into *Hauptschulen* (secondary modern schools), *Realschulen* (intermediate schools) and *Gymnasien* (grammar schools).

The Opposition's reorganization plans, on the other hand, call for a commitment to implement the *Orientierungstufe* (orientation stage), a uniform pattern for all pupils in the first two years of secondary schooling as a prelude to the gradual introduction of comprehensive schools.

The CDU in Baden-Württemberg rejects completely the policy, increasingly favoured by SPD Länder, of appointing head teachers for a limited period, normally six years, after which time their tenure is subject to their reelection by the school conference or some other representative body.

Although retaining the main demands of the FDP and SPD the Bill does grant certain of the concessions requested by parents' organizations during preliminary discussions. The composition of the school conference (the head, nine other teachers, five parents and four pupils) ensures an absolute majority for the staff, but its functions have now been widened to include areas such as the suspension of pupils for disruptive behaviour, the use of school funds and the granting of permission for educational experiments to be conducted in the schools.

It is not, however, the ultimate decision-making body on such matters. It may be overruled by the head teacher or the local education authority and in protracted disputes the Minister of Education has the last word.

Herr Hahn sees parental participation as being best achieved at class rather than school level. His concept, a radical one by British standards, has given a new word to educational terminology: *Klassenparität* (class guardianship). Instead of the customary annual parents' evening with no clearly defined objectives he proposes that in future meetings between teachers and the parents of children in the classes should be held at least twice a year. In secondary schools form captains would also be allowed to attend.

At these meetings teachers would be required by law to report on the standard attained by the class, on methods of instruction and on teaching materials, and on the progress of each pupil. Parents would be open to questioning and criticism by the parents.

United States

Call for nurseries

The National Education Association has urged Congress to affect proposed legislation aimed at providing voluntary universal childhood education.

Full-time kindergarten in all schools should be a first priority, said Mr. James Harris, the association's president, at a meeting of a joint Congressional committee considering the legislation. At present six states have no kindergarten programmes and 41 states have only part-time programmes.

Sweden

Controversial Acts boost adult learning

from Mike Duckenfield

STOCKHOLM The government, backed by the Communists, have succeeded in pushing through adult education reforms which give trade unions a five to four majority on the local boards distributing new study subsidies. The Opposition had favoured giving the power to hand out the subsidies to the existing 10 adult education associations.

The local boards, one for each of Sweden's 24 counties, will now consist of three representatives of the Confederation of Trade Unions, mainly covering blue collar workers in heavy industry, two representatives of the employer staffs union and four county or municipal councilors.

Originally presented to the Riksdag in March, the reforms were approved earlier this month with only very minor changes one day before the passage of the U68 plans to reshape higher education.

Apart from the new boards, the adult reforms include the subsidizing of trade unions to go out and canvass tuition on the shop floor and to improve tuition prospects for disadvantaged minorities including immigrants, the handicapped and those living in underpopulated areas.

The provisional cost of the reforms during the first six months of 1976 alone is likely to be about 11200 Skr (£12.5m) to be found partly by the government and those seeking tuition and partly by employers who will have to pay a small percentage of their original wage bill into a special adult education fund.

The major element in the costs will be the new grant and loan facilities for those taking time off work to study.

Mr Bertil Zachrisson, Education Minister, faced with mounting opposition to the trade unions' new role, told Parliament that the unions were in an ideal position to help in the active recruitment policy of attracting the least educated to take study leave by overcoming the resistance to education among their workmates.

The U68 Act, which has been seven years in the realization, follows the modified committee report proposals which came out of the parliamentary review after university and student submissions last year.

The hottest points of contention in the U68 reforms have been the plan to restrict the numbers entering higher education; granting available places to labour market needs; and the creation of six regional boards, one based around each university, which will have the power to coordinate resources between the universities, colleges of education, technical institutions and vocational and professional colleges.

Shortly before the Riksdag vote

South Africa

90pc graduates are White

JOHANNESBURG Recent government figures show that 90 per cent of the economically active age groups—20 to 64—over 90 per cent of those with university degrees are White. Of the remainder, in the same age group, 4.5 per cent are Coloured or mixed race, and 2.6 per cent are Blacks, whose economically active age is reckoned at between 15 and 64 years.

There were comparable variations to secondary school educational standards. At the eighth standard, two years before matriculation, Whites constituted 66.3 per cent of the total, Blacks 25.6 per cent, Coloured 5.3 per cent and Asians 2.9 per cent.

The picture changed at the standard six level, the bridge between the primary and the high school: Blacks accounted for 52.3 per cent of the total number who had attained that standard, Whites for 32.9 per cent, Coloured for 10.9 per cent and Asians for 2.9 per cent.



Mr Zachrisson: union backing.

opponents of restricted entry provisions was lost the question of the use of television, radio is due to be raised again this year when the TRU committee on educational broadcasting is to report its views about an Open University following the unanimous request for it to do so by the Riksdag in 1974.

One major question regarding the still remains as the government is yet to propose the means of selecting members for the regional boards which will be responsible for allocating funds for local and special courses and overseeing regional activities in their areas.

The Act provides for roughly one-third of board members to be representatives of public interest, one-third recruited from higher education. Part of its opposition by the three smallest parties in the Riksdag was based on the fear that the more numerous Social Democrats and trade unionists would gain greater influence over educational planning by becoming the major grouping on the boards.

With the higher and adult education reforms now on the statute book, the main focus of educational reform is likely to switch back to the schools. This month sees the deadline for submissions by trade unions and other bodies on the report of the SZA committee which was published last autumn and deals with the relation between school and the community. A Bill has been provisionally scheduled for next spring.

Republic of Ireland

Trinity degree link

Trinity College, Dublin, has agreed to award university degrees to students in the engineering diploma courses at Kevin Street and Bolton Street Colleges of Technology.

For the past six years, although the students at the two colleges have not been granted degrees, they have been accepted for postgraduate courses at TCD. In some instances there has been an interchange of faculty.

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Hungary

Career centres lay stress on aid for handicapped

from Brian Milford

BUDAPEST Hungary's economic expansion is being held back by a desperate shortage of labour. Consequently, everyone who can work must work. Highly professional Career Guidance Centres are expanding rapidly throughout the country and at the same time the educationally subnormal are being trained, whenever possible, to take their places on assembly lines.

The Career Guidance Centres were first set up in 1972 under the auspices of the Ministry of Labour, mainly to mediate between school and industry. However, the problems encountered concerning, for example, emotionally disturbed children and the physically handicapped, have highlighted areas of concern that transcend the utilitarian framework of the centres.

At Szeged, for instance, it was found that 5 per cent of the children referred to the guidance unit were physically handicapped in some way, ranging from deficiencies such as colour-blindness to a hard-of-hearing 2 per cent who were seriously disabled.

The need for a rehabilitation centre to train such children for work had not been recognized before, but is now receiving urgent attention.

Again, the Szeged unit originally saw its function as setting up trade exhibitions in schools, sending out newsletters giving advice on the current needs of the labour market, and, most importantly, providing training for a designated teacher in each school.

But now they are dealing with up to 800 "problem children" a year, and each has to be given up to 25 hours of psychological and welfare tests—clearly too much for a specialized staff of four.

Although the centres can, as a last resort, direct a child into one of the official 186 trades listed by the Ministry, they are reluctant to do so, since they are gathering

a body of practical experience which makes simplistic solutions impossible. What began as a simple labour information and direction service has uncovered needs which will entail a greatly increased proportion of national resources for their solution.

The concept of work therapy for the mentally handicapped is a familiar one, usually in the form of basket weaving and similar activities, but recently has been made to provide meaningful activities which could be integrated with, and benefit, the real economic life of the country. In Budapest, work is now going on in the Training Centre for Handicapped Children which, it is hoped, will enable these children to eventually make a real contribution to the economy.

The aim of the school is to prepare these children to enter sheltered workshops at 17 or 18 where they will earn full union rates for the work they do. It is based on the philosophy that children with IQs of between 35-50 are trainable but not educable, while those with IQs between 50-70 are capable of semi-skilled labour. About half the children are mongoloid.

"Normal" schooling takes place in the morning, and as the staff of 72 care for 200 children it is possible to respond immediately to any indication of interest or curiosity that a child might express.

On two afternoons a week specialist staff come in, whose task it is to develop practical manual skills. When a task is mastered the pupil joins with others who work together as a team.

It is too early yet to tell whether this type of work will be successful in the long term. But it is encouraging to note that plans have been approved for a new training college which will include an outpatient clinic, kindergarten and school, plus special vocational training facilities. Building will start next year.

France

Assembly gives go-ahead for wide-ranging changes

from William Farr

PARIS After three days of debate the National Assembly has finally passed the Bill presented by M René Haby, Education Minister, for the reform of the educational system up to university entrance (LES May 23). During the long and often confused and bitter discussions, M Haby proposed changes in the baccalauréat examination which will mean it comprising a general test at the end of two years of senior secondary education and an assessment of achievements in the specializations chosen by each student at the end of the final year. The changes were accepted.

The status of the bnc as a passport to university entry was not at issue. But M Haby said the question would be dealt with later by M Jean-Pierre Soisson, Secretary of State for Universities.

M Haby emphasized, however, that the government had no intention of fixing numerical ceilings for university entry or for particular higher education courses.

The new Act, in 20 short articles, lays down general lines for the future organization of the educational system, particularly at secondary level. Its critics complain that it is as vague as to give the government an "open cheque" to introduce a wide range of decrees.

In reply, M Haby has said that before implementation all decrees and regulations will be the subject of consultation with teachers, parents and pupils. In this connection the Assembly decided that before June 1 of each year the government should submit a report on the implementation of the law.

The Act, although drafted in broad terms which might seem to be widely acceptable, has not achieved the national consensus which President Giscard d'Estaing hoped for nor the support of the teachers which M Haby has made great efforts to obtain.

Even those who spoke and voted

in favour of the law showed little enthusiasm. The Left argued that so far from promoting equality of opportunity the Act reinforced selection. It was reactionary legislation to serve the interests of conservative ideology and capitalism. It would do nothing to improve the function of the public education service. To do this required that parents should be relieved of the cost of text books and transport, that the size of classes should be reduced and that teachers should be better trained both before and during their careers.

Baccalaureat swing to tech courses

from our correspondent

PARIS Some 323,876 young people between 18 and 21 have recently been taking the baccalauréat examination which marks the end of senior secondary education and, for those who succeed, the beginning of higher education (if they so wish). The increase of almost 3 per cent over 1974 is less than the rise in 1974 and 1973 and is an indication of the levelling-off of the school population. The most interesting feature is the marked 10 per cent increase in the number of those sitting for the technical education bnc as compared with only a 0.5 per cent increase for the traditional academic bnc. The number of candidates for the technical bnc has risen since it was instituted in 1969 from 12 per cent to 26 per cent of the total.

There are five series of academic or general education bacs, Series A offers seven options covering



M. Haby: open cheque?

various combinations of philosophy, languages, literature, music and the plastic arts. Series B to E cover economics and social sciences, mathematics and physical sciences, mathematics and natural sciences, agronomic sciences and technology and maths and technology. But the examinations in each of these series also include a paper on philosophy.

The technical series F to H offer 16 specializations from mechanics, electronics and bio-chemistry to commercial management and computer technology and surprisingly, the most recent music, for which there were 73 candidates this year.

This means that there are 28 types of bac and within each there is a further choice of subjects. But success to any of them gives the same national diploma with theoretically the same status and value.

The number of candidates in the A series, which used to be the most prestigious is down from 48 per cent in 1968 to 32 per cent this year; only 1,635 candidates out of 77,000 took Latin and Greek; on the other hand more than 150,000 took the series covering economics, maths and the sciences.

The increased numbers taking the technical bac examinations is due to the fact that success in them should lead to precise jobs without any further study. Of the 65 per cent of successful candidates for the academic bac in 1973, 78 per cent went on to university while only 46 per cent of the 55 per cent who succeeded in the technical series proceeded to higher education and then usually only for short-term courses.

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This is the third year that ACE has presented this workshop course, previously entitled "The Role of the Secondary Head-teacher". The change of title indicates only change of emphasis: a recognition that the teaching profession is beginning to accept the need for the devolution of responsibility in the management of schools. This course, while in no way ignoring the pastoral problems in schools, concentrates on curricular issues. Its main topics are:

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'But did you get matriculation?'

Sir—We write in response to the article by Sue Cameron, "Schools Council may rush up pupils' opposition to CEE" (June 6). On the basis of our experience teaching CEE English, we offer certain comments.

We have long felt the need for a course somewhere between O and A level, but with greater flexibility so that it could accommodate a broad range of ability. For students who have previously pursued an O level approach, CEE may well be broadening and enriching; for the less academic "new sixth-former", CEE meets a real need and provides a continuation of the CSE experience.

We are deeply conscious of the distinction between educational goals for sixth-formers who have attempted O level courses unsuitable for them, whereas they can find a high degree of fulfillment through CEE.

There is inevitably a problem when introducing any new course and examination. Uncertainty exists in the minds of both students and parents which has to be met by careful explanation and counselling. In my case once embarked on the course, students seem reassured by what they discover it consists of. They then work happily and creatively.

R. M. SEYMOUR.

C. N. HALL,
Luton Sixth Form College.

Sir—Every innovation affecting public examinations brings with it the risk that some employers, or

others scrutinizing paper qualifications, will question the status of an unfamiliar certificate or subject title. Holders of CEE certificates have even recently been asked "But did you get matriculation?"

After many years of CSE it still remains necessary to reassure some parents that CSE grade 1 passes are equivalent to O level passes. Nutfield schools, modern mathematics, SCISP, general studies, physical science, have all had this creditability hurdle to surmount. I would doubt the intelligence of a 16-year-old who was unaware of this problem.

Every such innovation proceeds by faith on the part of those teachers prepared to stake their professional reputation on their judgment of its worthwhileness. The pupils concerned may, in a sense, be put at some risk, but they are simply compensated by the extra real, commitment and care that teachers put into a new project.

As the new examination or subject becomes better known, the more conservative or cautious teachers and their backing and the hurdle is surmounted. Pioneer teaching groups, though, are almost inevitably "conscripted".

CEE has come into being quite simply because a nine-month ported GCE course involving cramped conditions of previously failed five-term GCE course, over-rapid conversion from a CSE course, or some combination of these, is neither the best we can provide for the "new sixth" nor even a very good use of the O level examination. CEE can meet a definable need and will therefore succeed in gaining accept-

ance, as CSE had done and is still doing.

Meanwhile I do not find it in the least surprising or alarming that a majority of the candidates concerned in the survey expressed a conservative rather than a pioneering attitude to the certificate plus letter of credit. They need not fear, provided only that the school they attend enjoys the confidence of local employers in the integrity of its statements and references. Acceptance of new qualifications must always proceed on this basis of trust.

Let us have an end to self-interested squabbling between boards, unions, Schools Council, and education press. What is needed for 1976 is a Certificate of Extended Education that clearly states in its reverse its status in relation to O level or AO level, A level and CSE. What is needed is an understanding that when the CEE is authorized, the board will trade a CEE for the interim documents of CSE plus letter of credit.

Given this we can do our part by teaching the courses that we judge are needed, examining them, and commending them to parents, pupils and employers, according to our professional judgment. Max Morris must surely find support, even among those who normally disagree with him, in his clear statement of the "normal practice and duty of a teacher to guide pupils".

C. G. SMITH,
Head, Wensleydale School, Leyburn, Yorkshire.

Ghosts of segregation where none exists

Sir—In "Youth workers attack segregation" (June 13) Gavin Scott refers to the recent DES consultative document on youth service policy and reports those who regard it as advocating "separate youth provision for potential delinquents and the socially disadvantaged". This is not the interpretation I put on the paper.

What I perceive the DES to be clearly setting out is a recognition that the youth service has in recent years developed two complementary functions: a universally available social educational and recreational service and a special regard for the needs of disadvantaged young people, which function it performs on a team basis with allied professional in the social services and other departments.

In short, the DES are recognizing and legitimizing the status quo. There is no suggestion that the secondary function should "segregate" the disadvantaged, though pure logic suggests that in some instances their needs may best be met in this way.

Indeed, in practice, the essence of local youth service cooperation with the social services is, for example, the "intermediate treatment" of young people at risk is that such young people should be "treated" in the context of the youth service's normal provision, i.e. it is in order not to segregate them, but to set them apart.

Whatever criticisms may be made of the youth service (and indeed there are many), they cannot be accused of having failed to diagnose a variety of needs experienced by young people with disadvantages of one kind or another, and attempted responses to them. At national level, I instance the National Association of Youth Clubs initiatives in establishing physically handicapped and able bodied clubs, or in setting up the community industry scheme for unemployed young people, or in its project for young people in ethnic minorities; or the National Association of Boys Clubs response to the 1969 Children and Young Persons Act with its intermediate treatment schemes. At local level throughout

the country, I see examples of detached youth work, youth counciling projects, projects with the young homeless, nearly all at the direct initiative of the Youth Service.

I am frankly surprised that some see these dual functions in "either/or" terms. The official response in the DES of the National Association of Youth Service (now Community Education) Officers, of the Youth and Community Service Association, and of the National Council of Voluntary Youth Services, does not reflect any such separatist concepts. In all cases, they have seen the functions as complementary, and have (as I read their responses) broadly accepted the DES position. Indeed, if it were a matter of obliging the Youth Service to make a strict choice between the two, I believe the profession would be disastrously split, far they are more by amorphous along a spectrum.

I fear we see ghosts where none exist.

JOHN R. EWEN,
Director,
National Youth Bureau.

No living from writing

Sir—Gillian Freeman's article "Miss Trotwood and Mr. Motimes" (May 30) has just been brought to my attention. In it, she appears to refer to an article of mine in the March number of *Encounter*, which, however, she misrepresents. I have nowhere said or suggested, as she seems to imagine, that people write novels just to give themselves airs. How could they?

However, I cannot agree with her simplistic assertion that "the majority of novelists want to earn their living" to pay their bills. I am a novelist, and I am trying to find her readers that most novelists (including herself and me) might, under any system of payment, consistently earn their living on the proceeds of novels alone? They have not been able to since the demise of the three-volume novel in the 1890s—which, with its artificially high price, was only sustained then by the library system. The assumption made by some of the wider campaigns for public lending rights, that novelists "ought" to be able to live exclusively from novels, merely shows how little touch many writers have with ordinary life, ordinary work and other people's difficulty.

I am not against P.R. as such, but, however, against the disproportionate publicity accorded to novelists which has become a tradition for C.E.E. has

revealed, I would refer Ms Freeman particularly to an article in the *New Statesman* (May 10, 1974). It is in the context of such emotive propaganda and in an attempt to redress the balance that I wrote my own—childish article—*Novels*. It was not so much an attack on anyone as an attempt to point out the other problems which beset writers beyond the monetary one.

Contrary to what Ms Freeman appears to believe, I am not bound to agree cravenly with any other writer, however eminent, but I do feel bound to speak the truth as I see it and to reject what I am certain to believe, that certain writers, particularly those who are public library staff, but I also know that, were it not for the libraries, many books now published would not see the light of day at all. If Gillian Freeman is really telling me, as she appears to be, that I ought to repress my honest views in this matter solely in order to present some specious image of professional solidarity, then I do not think much of her advocacy.

GILLIAN TINDALL,
27 Ladbroke Road,
London, W.8.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

LETTERS

From the exam front: howlers...

Sir—Since we are temporarily barred from retaining copies of/er copying the objective (multiple-choice) examination papers in history at O level (syllabus B), I must quote reliably, I reckon, from memory, the classic examination "gaffe" I have come across in 45 years of studying, specializing in, and teaching history in two continents.

The board responsible is the London University Examinations Board. In question 56, the question read something like the following (and candidates were expected to choose one of the alternatives):

- "One of the chief reasons why Pisa IX was nicknamed Pto Neno was that he said 'No' to"
- An Italian war against Austria.
- Having railways in the Papal State.
- His own rule in the Papal States.
- The suggestion of Papal infallibility."

In all my years of study, I have never heard "Neno" (Italian "Nine or Ninth") being transmitted to the English "No-No". Maybe - It appeared as such in a Victorian

copy of Punch. Neither myself nor my colleagues have even come across this repetition in English in a very loving Italian nomenclature. Dennis Mack Smith please come to my rescue, and in that of the London University's Examination Board.

B. AUSTIN CHADWICK,
St Joseph's Academy,
Blackheath,
London SE3.

Sir—Here are extracts from an English language O level paper just completed by my students.

"The distinction of London Bridge station on the Chatham side is it is not a terminus but a junction where lives begin to fade and blossom again as they swap trains in the rush hour and make for all regions of South London and the towns of Kent."

The multiple-choice question, which relates to this sentence alone, is as follows: "The statement that 'London Bridge is a place where lives begin to fade and blossom again' is explained by saying that it is a place where people

- Grow tired of waiting for their trains and feel better when they have caught them;
- Flag at the end of their day and revive as they travel home;
- Leave behind the loneliness of the city and enjoy the company in a crowded carriage;

London's all-in debate (cont)

Sir—While appreciating Tom Howarth's role in the TES as the unrelenting defender of the ailing faith, I think it is helpful if we conduct the comprehensive debate with some attention to the facts.

Once recently he has poured scorn on the claim that ILEA comprehensives have a good academic record—in fact, often an outstanding record when one looks at the assessed ability of their pupils on entry at 11-plus.

The figures on examination results which I cited showed that last year about a quarter of inner London pupils gained five or more "O" levels from comprehensive schools. I linked this with the fact that five years previously—at 11-plus—about a quarter of the top ability children had entered comprehensive schools.

The common I made on these two sets of figures was: "They are not related comparisons—to an extent a crude analysis—but they do give the lie to the allegation that our comprehensive schools in London have been falling in the job of getting children of ability through their academic examinations."

As I made quite clear at the time, these figures do not represent a precise statistical comparison—such a detailed comparison would require a massive and complex exercise—but equally they do show that our comprehensive schools produce academic results which bear comparison with those of selective schools.

Surely we can agree that it is not now to compare the academic results of a highly selective district with those of a highly selective district.

We have consistently attempted to arrange a meeting with the then Mr. Howarth, but only the methods of the ILEA could be implemented. If we did not agree to a meeting along these lines, then, as Mr. Howarth stated in a letter to the TES, there would be no point in pursuing it.

Mr. Howarth was invited to meet the staff after a January television programme. She has never replied to the invitation. Not one of the leading educationists has been near us. They all give evasive answers when invited by the TES to discuss the issue of the ILEA. It is not surprising that we have no one to discuss the issue of the ILEA with.

we felt to be ludicrous and unwarrantable an educational and social grounds? Is it right that professional views should be so contemptuously dismissed? No self-respecting body of workers in this country would submit to such a Diktat which would mean the erosion of their professional standards and the destruction of a happy and successful school.

No doubt your readers feel that the staff of all the surviving grammar schools have been adequately consulted by ILEA representatives and that they are all happy to implement their individual schemes. I can assure you from my own contacts at many of these schools that this is far from the case. The ILEA (and, in particular, Sir Ashley Bramall) have left London with a generation of academic teachers bewildered, disillusioned or angered at the methods used by the policymakers. The end, I am afraid, does not justify the means, although clearly many personal ambitions are fulfilled in this way.

P. N. CRADDOCK,
Chairman of committee,
Emanuel School, London.

Ban the spray—for safety's sake

Sir—I find John Maddox's unsentimental defence of the aerosol difficult to understand (Science Diary, June 20). It is there is doubt about the effect of the chemicals on the stratosphere, and he puts forward this argument, aerosol should be

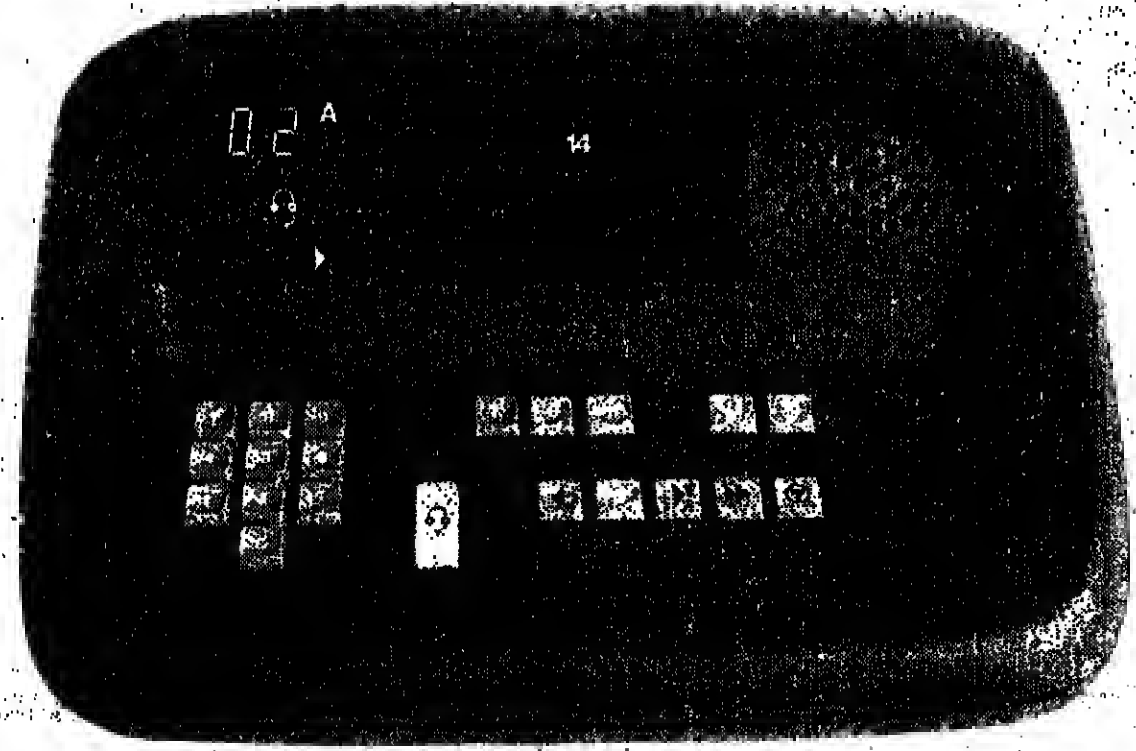
banned at least until the argument is proved wrong, or will there have to be 2,000 (or 200 or two) more cases of skin cancer before he uses a roll-on deodorant?

WALTER STORRY,
12 Lumley Close,
Lumley Lane, Pudsey.

No no no

Sir—No doubt prescriptive grammarians are capable of almost everything. Still, I should be surprised if D. M. Wallerstein (June 20) could come up with a formulation of the veto on double negatives that would apply to "neither...nor".

J. C. MAXWELL,
Bristol College,
Oxford.

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Registering doubt

There is a recurrent theme in the millions of words which have been written or spoken just recently about the prevention of child battering, or child abuse, or non-accidental injury to children—to express it in three accepted terms for the same thing. The theme is that of keeping lists or registers to alert professional workers to possible danger.

How helpful would it really be to have a national register listing the names of every injured child, no matter how the injury occurred, so that those whose names have appeared previously may have their heads ground checked by visiting social workers? In certain areas there are registers of families who are thought to be "at risk," never battering. Archival and non-accidental injury to children is a vast subject and the question of what we can do to anticipate and prevent children from being injured, without escalating abuse, neglect and infringement of civil liberties, is very complex.

All children are exposed to the risk of injury as a normal part of life. Learning to recognize and avoid danger is part of growing up. Parents cannot always protect their children. My active 11-month-old once dashed in a table and poured a cup of tea over his head before I had time to take a step towards him. By this I learnt how fast he had suddenly begun to move and how far he had learned to stretch up. I was able to prevent such a thing happening again. Thank goodness there was no register to mark me for ever. Recently I saw a child knocked down by running in front of a car. He had a severe head injury. While we were waiting for the ambulance, all he seemed to feel was shame for going in an ambulance and fear of his parents' reactions: "My mother and father will be angry with me." So they were, and the father was furious with the driver and the mother. We had to prevent him from battering them each in turn at the scene of the accident. How much anger and more frightened might they have been if they had known that they would be on a register for the rest of their lives.

Where to draw the line between accidental and non-accidental behaviour must be researched, as it has been sporadically investigated since Freud wrote *The Psychology of the Everyday Life* over 70 years ago. Apart from subjective impressions there is a good deal of evidence to show that children who have repeated accidents or certain types of accidents were seriously emotionally disturbed before these occurred. The concept of accident proneness is not an empty one, though it is sometimes unpopular, and is not recognized by the Royal Society for the Prevention of Accidents. People working with emotionally disturbed children will recognize some of them as "walking disaster areas", both causing and attracting danger to themselves and others. Given the resources to follow up and treat, a register of all accidents might usefully bring to attention the accident-prone child.

An important aspect of injuries in children is that of self-inflicted injury. Some quite young children injure themselves as part of emotional disturbance. Rare as this might be, it must be remembered. Innumerable parents are sometimes pursued, prosecuted and convicted. A foster child of five caused pondemonium in her infant school because of the bruises she made on her own legs. The headteacher reported the bruises to the police, who visited the foster parents. They denied the allegations, and the fostering agency called in a psychiatrist, who asked the little girl, "I think you could have hit you like that," and she said "Yes". The foster parents sent her back to the fostering agency, unable to face her emotional disturbance and the suspicion it would bring on them.

Another girl of 10, reunited with her mother after a long separation, provoked the mother to punish her on many occasions. At last one day when the mother was out (ironically she was of the town hall asking for social work help with the girl), this girl heated a knife red hot and placed it on her buttocks. She then went to her sympathetic teacher and showed the injuries, claiming that they had been caused by her mother. The teacher went to the police, who pursued the case with tenacity in spite of the mother's denials. After months of legal delay the

mother was convicted of causing bodily harm and a week later the girl confessed that she had harmed herself. The child who is being battered by its parents often does not seek help but, feeling guilty, seeks to hide the injuries.

A national register for battered children raises grave questions of confidentiality for the medical profession. I asked a psychiatrist in London for his views. In his opinion, confidentiality is the essence of his work and he is sure that the moment there is a hint of a register people will not come forward for help of their own free will, as many do at present. He saw the idea of a register as society making an automatic response to an intensely painful and individual difficulty. What is really needed is eternal vigilance, such as the National Society for the Prevention of Cruelty to Children have always enjoined us to have. He made a further point: a register could be a great and useful saving of the national guilt, and the nation is guilty because behind every case of child battering lies a tragic social history, belonging to the parents and perhaps to their parents before them.

This psychiatrist maintained that, given

confidentiality and an impartial attitude, parents will often readily admit battering and will be immensely relieved to be able to tell someone about it. Many parents of battered children either admit that they do this or say that they feel like it. A mother had recently said: "I think that I was battered as a child and I'm afraid that I might do it to my child." Her fear was so great that she asked the hospital to keep her newborn child until she felt sufficiently confident after treatment to take him home. Today's batterer is not necessarily tomorrow's, given the passage of time and the processes of growth which are potentially within us all. Many factors are involved; for example there has been found to be a connection between paternal infidelity during pregnancy and the murder of the child by the mother.

Many people see a register as being punitive. There is strong risk that there would be prejudice against every family on the list. What mother can say in all honesty that there have been no times when she has felt like attacking her baby or child? Every family is a potential batterer. A register of injuries to children (what would be the cut-off point for use, by the way?) would probably make

actual battering families more often escape attention. We do not know what they are a specially middle group, but, generally isolated families. Any likelihood of labelling or stigmatising would tend to make them more isolated and to make it more difficult for them to get help. There would be less chance of their having any relationship or extended families probably reducing the risk of battering if they are not. Among all the suggestions for reducing it, the use of the extended family.

Health visitors like one group of voluntarily empowered to visit parents, children, nowadays are taught a curriculum about emotional development and to listen to their patients. There could be great deal more done in this field by their training, so that the old image of a "diagnosis" who rub the new modern confidence she might have through a superior knowledge, can really fade out. It is in the health visitor that many mothers find help. Yet how often are health visitors invited to care conferences that decide the future for the child?



Illustration by Bill Sanderson

Patricia Goldacre looks at the complex questions raised by the idea of a register of incidents of child abuse

An important aspect of the issue currently issued in discussion is the psychological state of the child involved. Yet this is a complex problem, after detection of battering and removal of the child from its family. Battered children are always emotionally disturbed, sometimes seriously. They are sometimes so irritating and provocative that they seem to be inviting battering and the professional worker can see clearly how the parent must have felt. These children are already used to a particular pattern of interchange and interaction and feel insecure without it. So used to hard times they're unhappy without them.

For example, a boy, aged six, is a line-drawing and intelligent child, "in care" because of non-accidental injury at home. After a day with any friendly adults who are consistently caring and considerate, he begins to react with cruel remarks, pinches, kicks to six-year-old can sneer in such a way as to anger an adult deeply and with great calculated kicks and blows. If this is not responded to, he cuts their clothes, or his own, tears books and pictures, attacks other children and their possessions, throws toys around and breaks windows. Friendly relationships, reciprocity and cooperation, are seen by Tony as "giving in", he tells me.

The tip of the iceberg of that sort of dynamic is all that is seen by people who are intimately involved with the care or education of children like this; and so, too often, "difficult" people see the problem of battered children in a simplistic way. Removal from home, such children seek to reconstruct a familiar set of relationships and need expert care and education.

Julie is a strong, overactive five-year-old with no consideration for other people's feelings. Her usual response to "Hello, Julie" is "Fuck off". When she started school, the teacher noticed that she was limping, and examination showed that she had been punished by being coaxed behind the back, where she had a traditional form of punishment in some cultures. The mother had been driven by her depression and by Julie's behaviour at times to order Julie to fetch the carving knife from the kitchen so that she could kill them both with it. Fortunately she had a good social worker whom she trusted, so it was agreed between them that Julie should be taken into the care of the local authority while help was obtained for both mother and child.

The relationship between social workers and doctors is tricky enough as it is, often over the very question of confidentiality. One cannot believe that many social workers would want doctors to break confidentiality as all the injuries that come for treatment, in order to compile a register for social workers to use instead of relying on their own traditional casework skills. The medical profession would have to be convinced that the benefits of keeping a register would outweigh the harm it would do, and there is no evidence of that. Threat of a register might lead to wholesale avoidance of treatment and hiding of children's injuries. There is enough of that as it is. Again, how often are family doctors invited to case conferences?

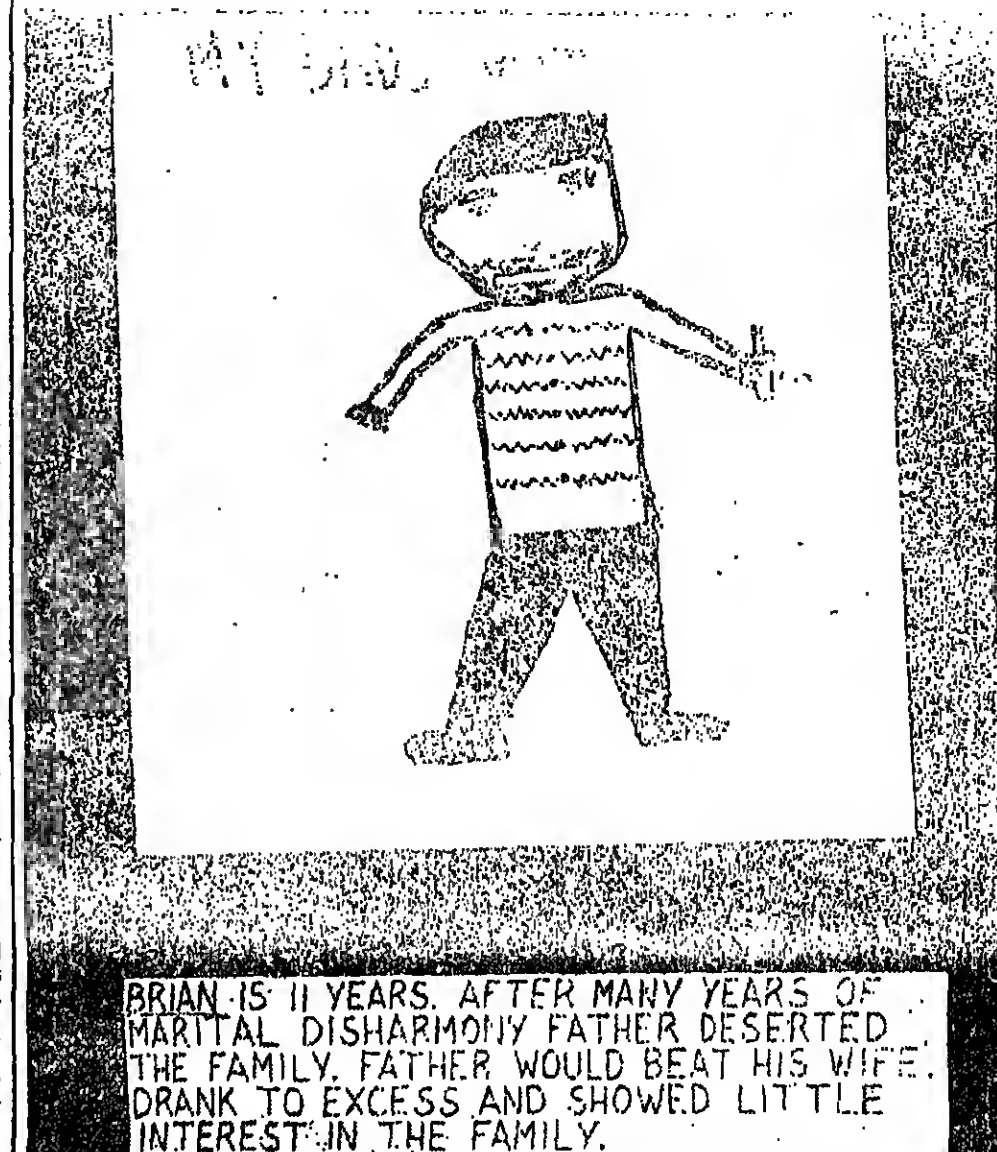
What is the best use of scarce skilled resources in this field of work? It may be a question of whether a selective, diagnostic and research approach or a more blanket approach to all injuries in childhood is better. Miss Colwell's teacher knew that Maria was suffering, but in spite of her efforts to be helped, she was not helped. As a start, I suggest that professional workers with children could listen to each other and listen with respect.

When battering is known to occur, what action should be taken? That is the question. The decision to take a child away from home is a sensitive weighing-up of the certainty of emotional trauma on removing a child from its parents and familiar environment, and the risk of death or physical injury and emotional trauma of another kind if the child is left at home.

Patricia Goldacre has taught unadvisedly for the past 10 years, and is a member of the editorial board of "Therapeutic

From baby farms to yo-yo children

Mary Hoffman examines the changing role of the NSPCC



BRIAN IS 11 YEARS. AFTER MANY YEARS OF MARITAL DISHARMONY FATHER DESERTED THE FAMILY. FATHER WOULD BEAT HIS WIFE. DRANK TO EXCESS AND SHOWED LITTLE INTEREST IN THE FAMILY.

NSPCC workers encourage children to talk about their family background by means of painting or drawing.

"Cruelty to children" is an emotive phrase and it is no less potent or topical now than 92 years ago when the first Society for the Prevention of Cruelty to Children in this country was set up in Liverpool. A London society followed in 1884 and in 1889 the 21 aid committees all over the country joined with it to form the National Society for the Prevention of Cruelty to Children.

At the end of the last century, there was no state provision for the care and protection of children and the voluntary organizations met a desperate need. Baby-farming was still rife and the case histories of the society's early years make grisly reading. But what is the function of such a voluntary organization in the 1970s when a full child care service is provided by local authorities?

Part of the NSPCC's energies has been diverted into research into problems like battered babies and family life in high-rise flats, part into the setting up of therapeutic playgroups to develop the physical and mental abilities of small children from deprived backgrounds. But the society still see their true role "as providing inspectors to protect children who are neglected, ill-treated, left alone or who are emotionally 'battered' by their parents."

In this end, they train their own inspectors on a 14-month course in child protective family social work, as well as providing courses for social workers outside the society. Theorizing from practice, the school of social work at the NSPCC sometimes publishes studies based on casework, the most recent of which is *Yo-Yo Children: A Study of 23 Violent Marital Cases*.

These children are caught only incidentally in the crossfire of hostilities between their parents. The family pattern is one of extreme competitiveness. The children in these families can never be sure they will go to sleep at night in the same house in which they awoke in the morning. Often the maternal grandmother plays an important role by providing a sanctuary for the woman and some or all of the children.

This study suggests that the emotional suffering of these children might go

unnoticed in the background of the drama being enacted between their parents. Mrs Jean Moore, senior tutor in charge of training at the NSPCC, thought that primary school teachers might be in a good position to recognize if a child was part of such a pattern, since the average age in the study was 6.33 years. One of the signals would be unexplained periods of absence from school, while the children were shuttled between homes. One 12-year-old girl was "too tired to go to school" after a violent row between her mother and father. "Often it's the child who seems particularly good and quiet at school," says Mrs Moore, "who suddenly breaks out unexpectedly because of the situation at home."

The NSPCC claim good relations with teachers. The society run special courses for educational welfare officers and teachers and their course ending in August on "The High Risk School Child: An Inter-Disciplinary Approach" is already full. There is a general feeling that teachers are less reluctant than in the past to back their hunches and refer cases to the society.

Schools are also seen as playing a crucial role in *Children at Marital Crossroads*, another of the school of social work's papers. This study of 32 NSPCC cases in England, Wales and Northern Ireland showed that children were most likely to be physically assaulted by their parents between six and seven, with a secondary peak at about 14. Most of these cases, which involved severe beating and fractures with instruments from belts to curtain rods, were disguised as punishment for a child's often slight wrongdoing. The most vulnerable child was the eldest, who was often the actual cause of the parents' marriage. One mother, who beat and kicked her six-year-old daughter until she had to be taken to hospital, is quoted as saying: "Well, the bloody kid, I wouldn't have had to marry her father if I hadn't got fucking pregnant."

In these families, unlike the ones in the Yo-Yo study, there was no overt violence between the parents, although the marital situation was unhappy. It appeared that the physical aggression had been diverted on to

the children. More than half these cases were referred to the NSPCC by schools, partly because of their "many opportunities to notice injury and bruising while the children change for physical training or during school medical examinations." But even this study, concerned with the results of gross physical abuse, emphasized the equal danger to the child of emotional damage, whose symptoms are much easier to recognize.

Of the nearly 17,000 new cases referred to the NSPCC in the first nine months of last year, 1,118 involved physical injury, over two and a half times as many cases of children being left on their own. There was a sharp rise in the number of the cases, perhaps connected with the increase in referrals from members of the general public. The society take them as very serious examples of mental and emotional cruelty to children, which also involve potential physical hazards. Even something as harmless as the banging of hot-water pipes can reduce a child left on its own to a "bundle of nerves."

When a teacher or any other member of the public believes a child is at risk for whatever reason, he may refer the matter either to the local authority concerned or to the NSPCC. Mrs Moore feels that the society have "incredibly good relations" with the social services. "They regard us as the child care and child protective specialists," she says. Since the implementation of the Scotland report, which has established a unified social service, the NSPCC have specialized more and more in work with the child at risk.

But not all social service departments are equally happy about the day-to-day work of the society. Some local authority social workers feel that their work is being duplicated by NSPCC inspectors and that there is no need for them in view of the comprehensive data provided. Unusually for a voluntary organization, the NSPCC have the legal authority, shared only by the police and the social service department, to remove children temporarily from their homes in an emergency and bring them before a court. Historically, it is easy to see why the NSPCC enjoy this power, granted in 1889, but it is now seen as anomalous by some social workers.

Mr Kenneth Levin, director of social services for London, recognizes the value of the NSPCC's original pioneering work and their research energies and special units, but feels that "nationally they are not crucial."

"There are only certain resources available for social provision," he says, "and I cannot support a situation of overlap, which there is at the moment between NSPCC inspectors and local authority officers."

Mr Philip Hughes, director of Wakefield area social services and senior vice-president of the Association of Directors of Social Services, feels that the two agencies complement each other rather than overlap. "We regard them as colleagues with a specialized function," he says. "It's probably a good idea that there should be an alternative agency for people to turn to, because some people are reluctant to contact the authorities and everyone has heard of the NSPCC."

So well known are they, that when a clerk went out from the Department of Health and Social Security last year, asking each local authority in the country to set up an inter-agency committee, the only voluntary body which it recommended should be represented was the NSPCC. And one of the 71 recommendations in the recent East Sussex report calls for the setting up of a special unit for the battered child in their area with the collaboration of the NSPCC.

The National Advisory Centre on the Battered Child has been a part of the society's work since 1968 and commands unqualified praise, even from those who could not be described as fans of the NSPCC. In their new headquarters at Denver House, London, they provide treatment and consultation as well as acting as a centre to initiate and coordinate research. The head of the centre, Mr Raymond Castle, who has been working in the field of child abuse for 14 years, provided an estimate used in the NSPCC's last annual report that "two children every day in Britain die as a result of savage assaults by their parents." But even this figure, pounced on and headlined by the national newspapers, may be a considerable underestimate.

Dr Malcolm Hall of the accident department at Preston Royal Infirmary, who collaborated with Mr Castle, estimates from his own casework that there are between 3,000 and 5,000 instances of "non-accidental injury" to children each year, of which about 10 per cent prove fatal. "It's terribly difficult to give accurate statistics," he says, "since a large number of these children are dead on arrival at the hospital. Doctors are naturally reluctant to press distressed parents for information and may find it impossible to believe that the nice people they are dealing with could have been responsible for their own child's death. All of us working in the field sympathize with this reluctance, but there is an urgent need for some kind of national register which would have to be notified by doctors about every case of this kind."

However anomalous the status of this organization in the seventies, it seems that, as long as there is still cruelty to children, there will always be a role for the NSPCC.

Yo-Yo Children, NSPCC, 1-3 Riding House Street, London W1P 8AA, 30p.

HEROD? WHO WAS HE?

Albert Hunt on "understanding" sport

The Oxford Companion to Sports and Games. Edited by John Arlott. Oxford University Press 18.50. 0 19 211538 3.

Since I started browsing through this book, which, according to the blurb, is intended "to help the reader understand, and therefore enjoy, a particular sport when he watches it for the first time", I have been trying to remember how I came to "understand" the games I have most enjoyed both playing and watching.

I cannot remember a time, for instance, when I did not "understand" football. I must have learnt about it kicking a ball around illegally on the streets of the council estate in Nelson where we used to live. I do remember my father explaining to me how the change in the off-side law had brought about the stopper centre half, but I have always found the game very simple to "understand". It is only the television commentators and sports journalists and managers who make it sound difficult.

Cricket was a bit more tricky. I probably played more cricket than I ever played football; and I also read every cricket book I could lay my hands on. The LBW law seemed to be different according to when the book was published. Years later, when I was teaching in a grammar school, I implied a house match and was loudly abused by a fourteen-year-old boy for giving him out LBW when he played forward. Everyone

knew, he said, that you couldn't be out LBW when you played forward. I still think I was right and that the ball would have hit the wicket; but since, in another match, I gave a colleague out caught at the wicket, when he swore the ball had come off his hip (he showed me the bruise), I may have been mistaken. If so, I was in good company. I'd read in Herbert Sutcliffe's autobiography that after a few seasons learning about pad play in the Yorkshire nets he was given out LBW several times running in Yorkshire Council games. And the game was simple then—nowadays a cricket captain needs to be part computer.

I learnt about cricket and football by playing the games from as soon as I could walk. With lawn tennis, though, it was different. When I was about thirteen, I was spending my summer holidays with an aunt in the Yorkshire Dales and happened to read a girls' school story. It contained a description of a tennis match which, I learnt, opened with a "love set". What, I wondered, could this strange phrase possibly mean? It was very immature at the time. On the bookshelf was an encyclopedia of games, and so I avidly studied the rules of lawn tennis. After that, when I played tennis against myself, by hitting a ball at the wall, I always scrupulously observed the correct score.

I learnt to "understand" rugby, too, at secondhand. When I went to Oxford University, I trailed down to watch the University soccer team and stared in blank disbelief at what I saw. It's true that there was the occasional skilful

player. Tony Pawson, who later played for Charlton, would cavort down the wing and there was D. B. Crier, better known as a flannel business, and a controversial figure in the politics of cricket. But the best you could hope for was that some club like Arsenal would send their fourth team down to trounce the Oxford XI in front of a hundred or so bored spectators. And meanwhile, over the hedge on the next field, thousands of fans were bellowing "Fet, fet". That was clearly where the action was. And so I went along with a friend from a rugby-playing school, who taught me that forward passes were illegal and instructed me in what were laughably called the "subtleties" of the game. I watched it for a week or two, which is how I learnt the rules of rugby; then I drifted back in despair to Tony Pawson. I took my friend along with me once, but he could never accept that a forward, defence-splitting pass could be satisfying.

People learn to "understand" games, it seems to me, for a variety of irrational reasons. I got to know bullfighting through reading Ken Tyrn's theatre criticism. After reading Tyrn and Hemingway, I "understood" the first bullfight I saw all right, but it seemed to me a messy business. Perhaps the matadors were having a bad match.

So far as I can judge, though, this companion lives up to its aim of explaining to readers exactly what particular games are all about. I looked up "Baseball" and "Football American", games I know only

through having read about them or come across them in movies, and I found the descriptions clear, simple and to the point.

It was only when I turned from the general descriptions to the putted accounts of individual sportsmen that I began to find the book a bit disappointing. Of Sir Stanley Matthews, for instance, we are told that he was "one of the finest dribbling wingers in the history of football", and that he played in "886 first-class matches that included 701 League and 86 FA Cup matches". Well, I suppose it might settle a few bets but it tells you very little about the man I once saw demolish Switzerland single-handed. He stood faced by a defender, with the ball at his feet, swivelled his hips and the defender slid several yards in the mud. He waited for the defender to recover, swivelled his hips again, and the defender slid back into exactly the same place as before. So he waited again, until on his huggy shorts, swivelled his hips again, and this time, when the defender slid yet again into the mud, he took the ball away. That to me was Stanley Matthews: the companion does not even describe how he won his FA Cup medal, virtually by himself, when the match seemed interminably lost.

Almut George Best, all the book says is that he was "an accomplished forward with superb ball control" and "European and English Footballer of the Year" in 1968-69. Not a word to suggest that Best was one of the most explosive figures ever to step on to a football field, and

that he chose to walk away from the game at a moment when he was arguably the best in the world.

And, of Geoff Boycott, the book says that he is "one of the most dedicated batsmen in cricket". But no doubt the book was in print before Boycott's dedication led him to refuse to play under a captain he couldn't respect.

Still, you can't have everything in a book, even one with 1,143 pages. And in case you didn't know, the last entry will inform you that Zucchi, R. is an Italian water skier who, in September 1970, "equally SUNDERTONED" world record in the slalom event by negotiating 115 hoops in six successful passes. If you don't "understand" this, you have to do it look up "slalom". Only "slalom" isn't listed.

At 18.50, the book, lavishly bound in it, will come a bit expensive for all but the most inflamed pocket. But if you can buy your hands a school library funds, it's a good buy and who knows? A school, by trying to find the dirty bits, might come across the name "Herod" and wonder who he was. Well, now the Oxford Companion to Sports: Games, and find that Herod (c. 37-30) was "a racehorse, bred by Duke of Cumberland, who, together with ECLIPSE and MATCHEM, founded one of the only three blood lines from which all thoroughbred horses are descended". After which he turns to Murchison, who, "together with ECLIPSE and HEROD", and then to Eclipse, who "together with HEROD and MATCHEM". The Edmonton Eskimos color are green and gold.

BOTH SIDES OF THE BLANKET

Jill Turner

The Single Woman's Guide to Pregnancy and Parenthood. By Patricia Ashdown-Sharp. Penguin Handbook 95p. 0 14 006 163 3.

Two hundred thousand unmarried women become pregnant each year, only a few of them deliberately. They have to face both practical and emotional problems that are usually theirs alone. Those problems cut across administrative boundaries, but Patricia Ashdown-Sharp has brought them together in one handbook. Under sub-headings like "What you can do while your child is in care" and "If you are at college", she discusses the arguments sympathetically and unprejudicially. In simple terms she sets out the facts, the dangers and the advantages of marriage, abortion, adoption and single parenthood in the hope of helping the girl to separate her own feelings from the pressures of society, her parents and the father of the child. Except in the chapter on marriage, the author assumes that the father does not want to be involved with the pregnancy, and the child. Under these circumstances, what decision is made is not so important as that it should be the girl's own.

The chapter on abortion is both one of the strongest and most delicately written parts of the guide. It gives the major arguments for and against abortion, but then has a longer section on the mixed feelings most women have about the operation. Miss Ashdown-Sharp suggests that a professional counsellor is likely to be helpful in testing those feelings, but encourages the reader to look elsewhere if the first counsellor she sees is unsympathetic.

The table of the facilities, costs and delays of the NHS and of both the charitable and commercial private sectors is most useful. It is a depressing indication of our lack of progress that it will be illegal to publish such information if James White's Abortion (Amendment) Bill, now being studied by a select committee, becomes law. That Bill, and David Owen's Children Bill—which may force some single mothers to

have their children adopted if they are left in care for three years—are the only changes in this area since Patricia Ashdown-Sharp started her research three and a half years ago. Certainly there are no plans to implement the Flinter Report's recommendation of a Guaranteed Maintenance Allowance for all parent families which would ease their greatest problem, that of poverty.

There are difficulties, of course, in writing for a wide range of readers and circumstances, but it is easy to pick out the chapters relevant to one's own situation. The guide is perhaps most suitable for the girl who has "got herself into trouble" and, apart from the contraception advice for the future given in the final chapter, needs to sort out her own ideas. Some of the sentiments expressed will be too obvious to the intelligent and independent woman who may actually have planned her pregnancy and may already own the shorter and more campaigning Women's Rights. A Practical Guide by Anna Coote and Tess Gill. Nonetheless, Patricia Ashdown-Sharp's book deals more thoroughly with topics like pregnancy-testing which are particular to parenthood, while not neglecting the position of the single mother under law, her rights to benefit and her housing and employment situation. This guide is dauntingly thick, which may make it less likely to be read by those who need its help most. I hope not.

Infertile Marriage. By Robert Newill. Penguin 50p. 0 14 046 210 4. Childlessness. By Elliot Philipp. Hutchinson £3.60. 08 122960 X. Arrow Paperback 70p. 0 09 910210 2.

In a society geared to making every child a wanted child, the one in 10 couples who are unable to produce the child they want tend to be forgotten. And with fewer unwed children available for adoption, these infertile couples have less chance of finding a baby to bring up as their own. Two books aimed at helping infertile couples to understand their problem have been published recently. They are of equal length in paperback and

cover almost exactly the same ground. Both are optimistic in as much as they do not make the cheerful reading—ambitious couple can see that many things can be wrong and need constant reassurance that most of them can be helped.

Sex education is at the root of the problem. In a surprisingly large number of cases, "Three per cent" couples who attend fertility clinics have not been having intercourse. These books are right, therefore, to start by explaining the reproductive process in unambiguous detail. But authors too are concerned to overcome the shyness that prevents many couples seeking help before it is too late—a major hindrance in a time when nearly two-thirds of fertile couples can expect to achieve pregnancy within four years of first attending a clinic. Elliot Philipp takes the reader through the first step of seeking help, to the doctor or clinic, slowly introducing and explaining the infertile man going through the question asked, the examinations, the treatment and the possible operations. It is a chunky structure that leads to the repetition of whole paragraphs, though his attention to make it subject approachable is laudable. I have the same misgivings about his casual style that sometimes emerges as just too much like a first draft—the result, perhaps, of having written thirty-odd books.

While Philipp presents infertility as a problem of engineering, Newill lays more stress on emotions. But the action of hormones, both (Newill with the help of X-rays and reproductions of X-rays) explain just what is involved in tests like endometrial biopsy, karyotyping and leproscopy.

To my mind, Newill's account is 20p cheaper is rather better value. He works in one of the country's finest infertility clinics, at University College Hospital, and Dr Newill is month waiting list, and infertility should be concerned that infertility should have greater recognition as a special branch of medicine with clinics in most hospitals. In an historical appendix, he points out that the tradition of laying blame on the woman for being "barren" in gynaecology greater advances in the study of diseases exclusive to men. Infertility, man suffers for his past judgments.

A SCRAPBOOK OF LOGICAL OUTRAGES

Anthony Quinton

Thinking about Thinking. By Anthony Flew. Fontana/Collins 60p. 0 00 633550 2.

"A love of truth", Gilbert Ryle once wrote, "is not incompatible with a passion for correcting the errors". Professor Anthony Flew, who was once a pupil of Ryle's and whose style has certain Rylean echoes for all that it is very much Flew's own, comes forward as a paladin of rationality in an age of passion and spirit. There is nothing in the least incoherent about that. One of the lessons that he is most keen to enforce is that the theories which lead someone to espouse a false belief are something quite distinct from the grounds on which that belief must rest for its justification.

It is, then, neither a criticism of Ryle's consistency nor of the consistency of the principles of rationality that he advances to observe that the very great majority of the examples of intellectual dereliction which he illustrates and condemns these principles are of a broadly left-wing or, to employ his own word, "sneer quotes" to 29, "progressive" nature.

When he discusses the arbitrary nature of words, his example is the application of the label "democratic" to the Soviet Union and its dependencies. Considering the misuses of statistics, he concentrates largely on propositions and arguments intended to support the equation of wealth. On the subject

of advertising, it is not advertisements themselves that he selects for examination, they being, in his view, now too familiar and obvious a target, but the chic rubbish of some critics of commercial advertising who assert that it "contributes to the cultural stratification of our society".

Even when he appears to be criticizing a possible right-wing sophism he manages to turn it to good left-bashing account. He points out that it does not follow from the fact that all communists claim to reject racial discrimination and that Angela Davies also makes that claim that she is a communist. His main purpose is to show that an argument can be invalid even though its premises and conclusion are all true. He then goes on to say that "claim to" is inserted in the premises "to allow for such scandalous realities as the anti-Semitism tolerated or inspired by the Soviet Communist Party".

While reaffirming my agreement that the correctness of the principles they are used to illustrate is in no way undermined by the ideologically somewhat one-sided nature of his examples, I am inclined to feel that the therapeutic powers of a medicine need not be reduced by a moderation of its flavour and patients may, in that case, get it down more easily.

The last notable book of this kind, Susan Stebbing's *Thinking* in Some Purposes, had almost exactly

the opposite flavour to Flew's, although his hostility to religious apologetic, now much less, vehement and intrusive than it used to be, is something she shared with him. One thing he does not share, as far as I can see, is her liability to elementary logical errors, a pretty desperate fault in ends of this kind. She wrote: "A little reflection shows us that if what we are maintaining is false, then anything implied by what we are maintaining is also false." That Edinburgh is in England, which is plainly false, equally plainly implies that Edinburgh is in Great Britain, which is true. What she should, of course, have said is that whatever implies a false proposition is false, not that whatever a false proposition implies is false. Flew is professionally incapable of that sort of howler. For the purpose in hand it is that, and not the ideological difference between them, that matters.

Thinking about Thinking is the outcome of a collection of logical outrages built up over a number of years. It is natural that the items included in such a scrapbook should be things that positively annoy his compiler. The source of the book's selectiveness, then, is also the reason for one of its virtues: its raw material is almost wholly composed of live specimens. More than that, the material is almost wholly composed of live specimens. More than that, the material is almost wholly composed of live specimens. More than that, the material is almost wholly composed of live specimens.

One particularly noteworthy and credible feature of the book is the way in which quite subtle and obscure issues of moderately technical philosophy are put across, in accurate detail but without any excess baggage of professional refinement. One example is his presentation of the proof that if you will accept a contradiction you must accept anything. Another is his deft introduction of the distinction between analytic and synthetic propositions, and of Popper's doctrine of falsifiability as the criterion of the content of an assertion. But he is not confined to logical issues that have philosophically established connections. Some of the more recent passages are utterly straightforward, for example his excellent criticism of the view that differences of degree are all merely differences of degree. In other words, in substantial and important.

Brief, entertaining and lively, this is, for all its illustrative bias, a judicious and professionally immaculate piece of work.

RECAPTURE

Martin Booth

Three books that were first published in the mid-1940s have recently been reissued by Faber: *Prospero's Cell* (£1.50 to £2.14 0481 2), by Lawrence Durrell, and Philip Larkin's two novels, *Mr. Deeds* (£1.25 to £2.14 0692 7). Durrell's book is a captivating piece written about his years spent living on Corfu in the latter half of the 1930s. The book recaptures a way of life now lost and sadly distant. When first published, it showed Durrell's skill as a poetic prose writer, whose observation of intrinsic detail gave depth and quality to his work, supplementing his quiet, efficacious wit and sense for the beautiful. Re-read now, the book is not so much a nostalgic memory as a lament for the wild as it was then, with a timelessness and netherland grandeur.

The republication is a most welcome event, as gladly received as the paperback reissue of Larkin's two novels. In the two books, one sees all that one admires in Larkin's poetry for, as with Durrell, he is a poet writing in another, not-too-distant medium. Apart from his mastery of theme and direction, one sees the poet's sharp observation of minutiae and his sometimes sardonic, sometimes touching wit and sense of humanity and reality. Also, Larkin's characteristic control and taut use of language lend their powers in his prose writing. Where Larkin really succeeds is in his construction of his characters who seem not to be inventions of fiction, but living people, inadequately and exactly described and portrayed, without too much ephemeral detail, yet death with in depth and with feeling and compassion. At a time when so much modern fiction strives for effect or depends upon literary gimmicks, the reappearance of the Larkin novels is an occasion to be savoured.

This 24 year old English teacher of a class of 35 is suffering from Research Fatigue



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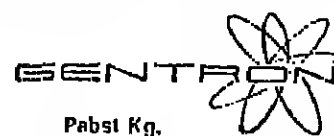
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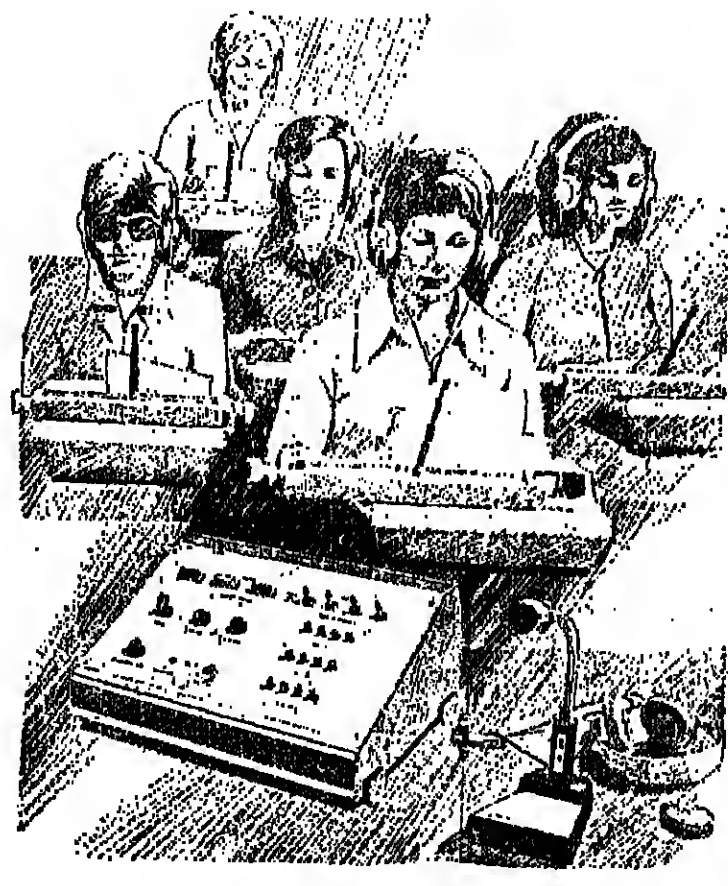
As industry staggers from one crisis to another, we have entered what might be termed "The Crisis", where the cost of employing a typist or secretary is escalating along with the cost of paper and everything else. This is why there is such an increase in the demand for audio-typists. They are much more productive than their shorthand counterparts. But how are these audio-typists to be trained? The teacher should be free to concentrate on teaching and not on reading aloud at a certain number of words per minute. Students should be enabled to choose between different speeds of dictation or between different subjects.

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Primary school films: more needed.



Interest in Third World films has waned.

Alive and well and . . .

In the words of Robin Franklin, sales manager of Guild Sound and Vision, the educational film world in Britain is "a bit stagnant". Educational film, like everything else, is having to cope as best it may with the freezes, squeezes, cuts, and economic blizzards.

The spending power of schools is down; the costs of making, purchasing, storing, and—most of all—transporting a 16mm effort on, say, the life of the frog have gone up. Commercial distributors tend to report a levelling off in trade over recent months; teachers, reasonably enough, flock to local or national free loan libraries.

The distributors are now talking in terms of at least a year's hiatus before things get moving again; possibly even two. They do not, however, sound unduly worried. It may seem paradoxical, but the truth is that, below the stagnant surface, new possibilities and prospects for the future are beginning to appear.

The most important of these is also the simplest. Without it, the educational film industry could kiss goodbye to any expansion—even, perhaps, to existence. It is that, financial troubles notwithstanding, teacher interest in film has remained steady. Indeed, according to Miss Susan Grantham, information officer for the Council for Educational Technology, the use of film in the last year has "definitely increased".

For innocents who feel that the 16mm projector has been familiar classroom furniture since the Flood, Miss Grantham's further remarks will come as a surprise. "The increase," she explains, "is mainly because people are now becoming more familiar with the hardware to go with it."

"The projector is becoming more of an everyday thing; many teachers were slow to use it. If you leave a hand-loading one, as opposed to an automatic, some teachers are still worried about breaking the film."

Women teachers, in particular, get agitated by the prospect of mechanical or human failure. It is to help these nervous ones that the CET are hoping to institute pre- and in-service training courses in the use of audio-visual aids.

In an ideal world in which time for training was granted to all who asked for it, customers for such courses would come thronging in from all directions. The reason is—and this is the second possibility that is engaging the distributors' attention—that the last few years have seen a massive increase in film awareness in an area of the market that has been scarcely touched. It is the primary sector.

Back to Mr Franklin: "There's a vast demand for primary school material; for anything that one could describe as enrichment material. Things the children can talk about; cartoons; fairy stories . . . almost anything at the right level that doesn't have too much of a teaching message."

He confirms the fact that it is a new phenomenon. Five years ago, he says, nobody wanted to get films for primary schools, since the schools had no equipment to show them with. The change is due to the local authorities' constraints policy over the last two years to equip schools with their projectors.

But, splendid though this may seem for the schools, the pupils, and the film people, there is currently a snag. "Nobody," Mr Franklin goes on, "makes any movies for the primary sector."

It's a silly situation. Traditionally, no producer really caters for it. One tends to fall back on Disney and Hallas and Buchholz. There's some material from the Continent, yes—and there's some made in North America, but that is usually totally inappropriate for the British market.

The silliest part of all is that the producers, faced with this explosion in demand from a new area, are not in the mood for meeting it. "One has to remember that at the moment, the educational market is pretty short of money. And there are not that many movies being made, anyhow: the only people turning out productions are the Open University. Making a production on a speculative basis," Mr Franklin goes on, "is a fairly dodgy job, and the average producers are being very careful about making anything speculative."

There must, however, come a time when speculation turns into cold, sober fact. Pleas from the new market will ultimately—once the worst of our money troubles are over—convince the cautious movie men that they could usefully point their cameras in a fresh direction. As, indeed, could a perusal of the distributors' current "top of the pops" list, where some interesting trends are becoming apparent.

Makers of Third World films, for instance, might think carefully before launching a big new production schedule; the Concord Films Council Ltd, who specialize in areas of concern, report their interest in underdeveloped countries—once very high—has been overtaken by interest in the problems of our own culture.

Again, sports films specialists have the promise of a big market—if they can keep their costs down. At G S & V two years ago, sports films were in high demand; "but," Mr Franklin says, "there's cooling off a bit now, because a lot of the material is fairly expensive, and they haven't got the money at the moment."

The big custom pullers everywhere fell into two well defined groups: straightforward science films, on the one hand, and the more open-ended sociology/general studies offerings on the other. (A stimulus has been provided here by the needs of RSLA classes.) The category that can be loosely labelled "language arts"—which

overlaps with Mr. Fox's "enrichment material"—is the high demand where it is found.

But a study of the cinema at the National Audio-Visual Library is revealing. The list of the most popular film at the moment is headed by a set of four that are neither conventional nor yet solidly historical. They are on health education.

All four—Half a Million Years Ago, Girl to Woman, Boy to Man, and Burial, the Child with physical development growing up. Teenagers, in 1974, has had 838 showings; the fifth most popular film in the year—an volcano—is closely followed by two more health education films on the first days of drugs.

However heralded the education is at the moment, the school is clear in terms of its matter: more health and education, and the maintenance of a high output of general stuff. But what about the more moving picture will take?

With one exception distributors are unanimous that the day of pre-recorded videocassette has yet come—but to schools, no. Indeed, a little note to the effect has appeared in the recent supplement to the CET catalogue.

"There has been much talk," this said, "that the shortage of software" is holding up the use of video cassette recorders. We are delighted about this. In our supplement we invited requests for specific films to be transferred to videocassettes. Not a single title has been requested."

G S & V will provide film cassettes in order; but Mr Franklin has seen no sign of a wholesale switchover from the 16mm projector to the VCR.

Mr Fergus Davidson, of Fergus Davidson Associates Ltd, agrees the schools with video equipment are great customers of black tape, but that is all. It will, he thinks, be a good two years before the Lankashire experiment (the use of a videocassette library for the county's schools) begins to be copied on anything like a large scale.

Continued on next page

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Alignment for science films.

Anna Sproule finds that reports of the death of film in schools are greatly exaggerated

Continued from previous page

Mr Mike Carter, secretary of the National Committee for Audio-Visual Aids, adds further confirmation. There is, he says, "very little demand" for pre-recorded films. Video machines are used almost solely for recording off-air broadcasts, and the amount of money schools have for cassette purchasing is small.

"A vast number of local authorities," he goes on, "have invested in 16mm projectors, at the cost of about £200 each. For a colour television and VTR set, they would have to pay about £1,000."

It estimates the cost of a pre-recorded tape at about the same figure as that of a 16mm film: approximately £80. But, even if film were to be transferred to tape for half that sum, the number of schools which could afford it would be "very, very limited indeed."

In addition, a teacher who is only just comfortable in the presence of a 16mm projector is not going to take easily to the more complicated workings of video equipment. Moreover, recent worries about the stability of television sets have led to the establishment of an optimum height of the ground: something, Mr Carter says, in the range of 1.3m. "What it boils down to is that the thing is low; if you have manoeuvrability, you don't have visibility."

There are quite a few reasons why the video cassette is not going to go very quickly . . .

The exception to this chorus of doom is the BBC, who have a huge film library of their own. The BBC do get requests for videocassettes. But, unfortunately, the emphasis has all been on the possibility of hiring rather than buying cassettes, which is a service the BBC do not perform.

One explanation for this reversal of the general trend could be that the most popular BBC offerings are those made by their further education department, on subjects like management training. And industry is at present the biggest user of video hardware.

Will—or can—schools follow where industry leads? At the moment, it seems that the answer is no. While some large schools have been lucky, most are still videoless; even in A/V-conscious Surrey, only 50 video sets have been installed.

It looks as though the supremacy of the 16mm projector will be unchallenged for several years. The pool may be stagnant, but it is also safe. What happens once the money starts flowing again is anyone's guess; but, by then, the educational film industry may have the advantage of this breathing space to make profitable plans for the future.

Even now, there are plenty of suggestions that show the way to go.

'The aim is to look behind and into the image as well as in front of it'

Carol Morrison on a new film study course

A new film study course for first and second-year students has recently started at Little Ilford Comprehensive School, Newham. The course will provide a ground-work for the new Mode 3 O level in film studies introduced by the Associated Examining Board. It marks a move from the traditional film study approach, which studied film according to its theme alone or used it purely as an audio-visual aid to creative writing.

The founders of the new course, Stephen Neale and Harry Lyons, say that their aim is to "explore visual images, in terms of form and meaning and to increase visual awareness and develop visual literacy". They hope that the course—called Image education—will teach children to look at pictures as a set of images that interact.

Film study, as a subject independent of a general studies programme, has been on the curriculum of Little Ilford School for five

years. The school now claims to be the only London secondary school with a fully equipped film and photographic department.

The film department is well equipped with slide, overhead and cine projectors, which pupils use to discuss still and moving images, draw their own pictures, examine complicated graphic posters and take photographs and analyse the different camera angles. "Dimension" is a key word in the course. The essence of this kind of study is to look behind and into the image, as well as in front of it.

They are also shown how narrative adds a further dimension to the silent image, eliminating ambiguity or amplifying meaning.

Mr Neale and Mr Lyons were undoubtedly encouraged to put their ideas into practice by the new O level film study by the new O level. However, in tutor children purely for academic qualifications is not

their prime intention. While O level status has given film study in secondary school a new, more valuable dimension, they feel that this kind of education can only be built up over a period. It is vital that children start young if they are to make any sense at all of the new thinking in film study.

In addition they see the need to give children critical and analytical techniques with which to examine their surroundings. They have found that children look at the images of cinema, television and advertising bill-boards as "chunks of reality". They want pupils to understand that the use of image is an art which can be used to influence or even change someone's perception of their situation.

So far image education is in the experimental stage. The two teachers reckon that there is still a lot of difficult adding and subtracting to be done.

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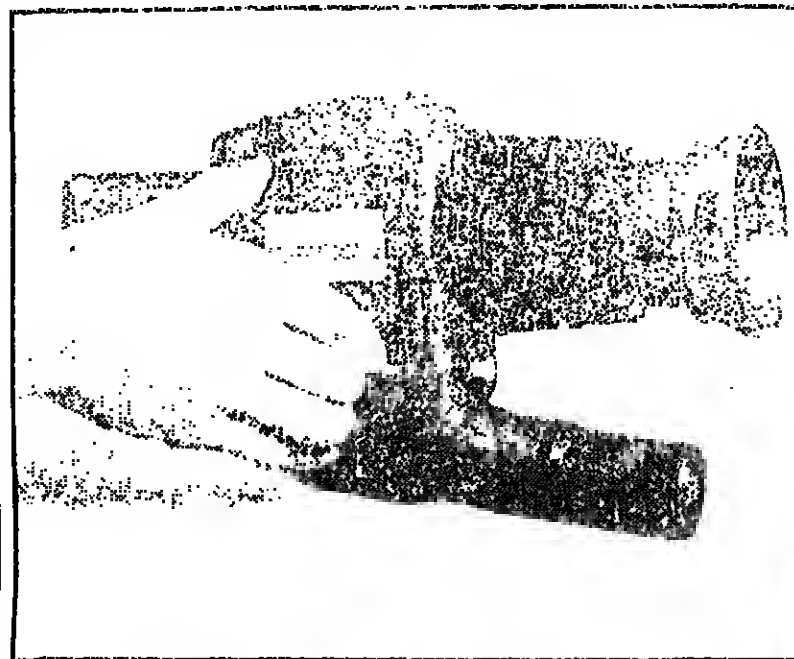
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Left: the Beaulieu 50088 camera; right: the Bell and Howell Filmsonic XL.

Marriage of sound and vision

A. H. Crocker on "sound on film" cameras

A photographic activity which has gained considerable support in many schools is "Photoplay". For this students use still cameras, and generally the type of film which produces transparencies for showing with a slide projector. The resulting slides are used to tell a story of some sort: to illustrate a fantasy, or to describe a school trip, a visit of the neighbourhood, a visit to a factory or a study of an animal, plant or tree. The possibilities are numerous and the exercise greatly enhances the value of a visit or study in terms of student motivation, experience gained, knowledge and a widening of horizons.

A more recent development—the in-camera recording of sound on film—lends itself in particular to similar types of activity. The film is Super 8 movie film and the sound is recorded during the shooting of the picture on to a magnetic strip which is already bonded to the film.

Of course, the applications of this sound on film system are not the same as for Photoplay. There will be many cases where a still camera will be the more suitable. Remarkable effects are also possible with slides, particularly when two or more projectors are used in conjunction with a fading device. And for many school purposes a home made fading device made from plywood, string and rubber bands will be all that is necessary; and it is more fun.

Many teachers whose pupils are already using silent movie photography will probably be able to visualise some advantages to using cameras and film which record sound and pictures simultaneously. Except where an immediate showing of the results is essential, Super 8 sound on film is superior to video cameras and videotape recorders with television monitors. It is also cheaper and easier to use, both in shooting and showing.

As with many photographic developments this in-camera sound recording on film system came from Kodak. The film is supplied in a cartridge which is not very much different from the Super 8 silent cartridge, but it is a little larger. The sound cartridge cannot be used in a silent camera, but the silent cartridge can be used in a sound camera. Like its silent counterpart, the sound cartridge contains 15m (50ft) of film. A larger sound cartridge with 60m (200ft) of film is yet to be introduced here, but this will not be able to be used in the general run of cameras covered in this article.

The first cameras to use Super 8 sound film were the Kodak Ekasound 130 and 140. The two models are essentially the same, except for the lenses and viewfinders. A fixed focal length lens is used on the 130, whereas the 140 has a zoom lens. The viewfinders are not of the through-the-lens type, but on the model 140, the viewfinder is coupled to the zoom control. As is normal, exposure is automatic.

The maximum lens aperture of

f1.2 and 230-degree shutter opening give these cameras a low-light filming capacity. This can be extended by using the high-speed Ekasound 160, which is available with magnetic sound stripe in the sound cartridge. Alternatively, the better known Kodachrome stock can be used. Another addition to this range of cameras is the Ekasound 160, which is similar to the 140, but with a powered zoom lens.

The sound recording of the Ekasound cameras is as automatic as the picture taking. The user should remember, however, that even though the zoom lens may be capable of a prephoto setting (zooming in) the microphone has to be moved physically closer to the subject, though a length of lead is supplied with the microphone giving considerable flexibility. Naturally, experience is valuable in determining microphone positions most suited to various situations. Trial and error using a cassette tape recorder with a similar type of microphone is an ideal substitute for such experience, especially as the results can be immediately played back for evaluation. Often, the microphone can be used satisfactorily near the camera. For this use the microphone can be fitted in the case "looking out" through a hole while the case is carried by a shoulder strap.

A fault of automatic recording level controls sometimes found in cassette tape-recorders is an increase in the gain of the recording amplifier during pauses. This brings up the microphone to sometimes objectionable levels. The Ekasound cameras overcome this by having two microphone sockets of differing sensitivities. If you are interested in the background noise or the sound which you wish to record is fairly low in level, the microphone can be plugged into the socket with the greater sensitivity. If the sound wanted is fairly strong, the socket with the lower sensitivity should be used and during any pauses the increase in recording should not cause high background noise levels.

Apart from connecting and positioning the microphone, there is little difference between using a sound or a silent camera. As the sound on the film is in advance of the relevant picture by 18 frames for one second in terms of film speed, there will be a sound overlap on the film. Generally, this makes later editing of films difficult.

Providing this overlap is allowed for when filming, a certain amount of editing between scenes, if not actually within them, is possible. In any case, it is good practice to allow the film motion across the sound head to steady before cueing in a speaker when filming; one second should suffice for this. It should be noted that the 18-frame advance of sound relative to picture is quite standard, enabling films shot and recorded in these cameras to be used on Super 8 sound projectors of the normal type.

Kodak do not make the only Super 8 sound cameras, Bell and Howell

have one model, the 1230 Filmsonic which is very similar to the Kodak models. One of its main points is that the standard film winding speed is maintained when the camera is loaded with a silent cartridge. With a silent cartridge the Ekasound cameras (at 20 frames a second) go about two frames fast. The Bell and Howell camera maintains the standard 18 frames a second. An extra feature is the inclusion of Bell and Howell's eye-focus-aid system (after Fyke) as with the Ekasound 140, the 1230 Filmsonic XL has a zoom lens at low light capacity.

Chinon have a range of the Super 8 sound cameras. The last model is the 255XL, which is similar in its specifications to the Kodak Ekasound 140. The double sensitivity feature for the microphone is provided by a switch. An additional switch on the microphone itself allows remote control of the camera.

The 255XL also has low light capability which is not given on the other Chinon models: 205SL and 307S. Otherwise the differences are greater: zoom ranges (six times and eight times respectively), auto prism focusing system in viewfinder through-the-lens auto exposure meter and manual override for exposure control.

Some brief details of other sound cameras which have not yet reached the UK market have been released and these are generally similar in basic terms to the Kodak, Chinon and Bell and Howell models. The others are Bolex, Emag and Beyer. It is also expected that Agfa will announce one or more models, probably at the same time that the company launches its own sound strip film stocks.

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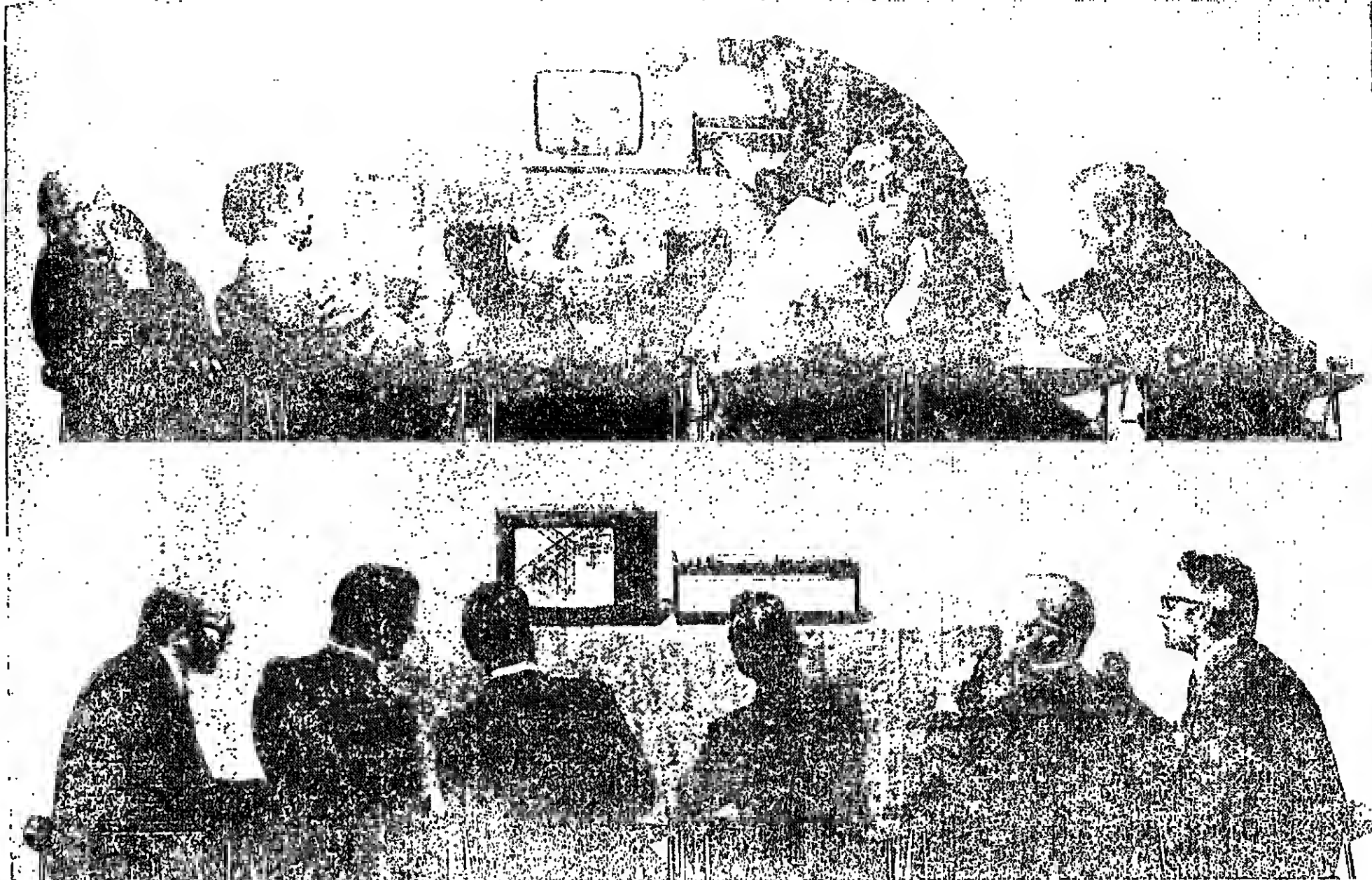
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Some of them are highly specialised. Some are general. Many offer preview and discount facilities. Addresses are given at the end of each entry; now read on.

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Massive list, much of it geared to the needs of doctors, midwives, nurses, and health inspectors. Some sections, however, are aimed at non-professionals: there is "First aid" (13 titles) and "Sex education and family planning" (22 titles—some of which, though, are again clearly for adults only); and there is a group of 43 strips that fall under the heading of "School education and general interests".

Topics here include anatomy and physiology; languages; soccer; bee-keeping; birth; dreamsmaking; drug dependence; laboratory techniques; modern school hygiene; music therapy for handicapped children; pollution; safety by the sea; smoking; teeth; road safety; and life-saving.

Camera Talks Ltd, 31 North Row, London W1R 2EN.

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Other strips take a broad approach to education for living: safety in the kitchen, safety and oil heaters, the birth of a drug, teenage skin problems, fusing an electric plug.

Some strips on art and architecture; one on computers.

Diana Wyllie Ltd, 3 Park Road, Baker Street, London NW1.

EAV LTD (EDUCATIONAL AUDIO VISUAL)

Particular strengths—sound filmstrips, notably on social studies, world history, music.

"The sound filmstrip", EAV point out, "is not a complicated new educational medium; it is merely a combination of elements which teachers have used for many years." No special equipment needed here; a signal on the accompanying record/tape/cassette indicates when to move the filmstrip on.

EAV's social studies list make it the Concord Film Council of the filmstrip world. Titles include: Aggression; Censorship; The Right to Pollute; Terrorism ("Why is one Mao's terrorist another man's hero?"); Urban Civilization; and *Made in France* (Channing Life Styles).

"World history" subjects are similarly challenging: among them, the causes of World Wars I and II; the Industrial Revolution; twentieth-century nationalism; and the Common Market.

Music is strongly represented; also plays a double role. Music filmstrips can be used by themselves for art appreciation. Composers range from Handel (*Water Music*) to Hooegger (*Poetic 237*); there is also an eight-part audio-visual history of music; and a six-part on pop music in the twentieth century.

The catalogue is excellent.

EAV Ltd, Butterley Street, Leeds LS10 1AX. (EAV is a subsidiary of B. J. Arnold).

EP (EDUCATIONAL PRODUCTIONS LTD)
Particular strengths—take your pick. One of the top marker teachers

impossible to isolate specific categories, they do biology, sciences, business studies, technology, creative arts, rap, history, home economics, physical sciences, education, and topics for the middle school.

Each category—there's a rate catalogue for each—branches widely within its field. For instance, covers the worldwide faiths, religions, and (in A-V packs), religious art and literature, church and general topics.

"Creative arts" is most diversified still: design, colour, painting; exhibitions, art, the ages; ceramics; and French drama; the novel, illuminated manuscript.

Educational Productions Ltd, Ardsley, Wakefield, Yorkshire.

Edward Patterson Associates
Particular strengths—social art, careers, language and

Another contender for the (filmstrip) title. Big social studies section, subdivided into biology, Western, and Eastern religions, primitive cultures, holidays, urban studies (The City History/Literature/The World, etc), and concepts.

Includes the concepts of power, dynamics of nationalism, New Generation: Are They? (Your mind), and opening up a whole range of filmstrip possibilities.

These VP's two specialties: the arts and science, notably earth science. Other categories: offered

includes (including some RK), history, and maths.

VP's side ranges from the arts to the sciences; individual titles in close-up are Michelangelo, Van Gogh, and Henry

VP's all on filmstrip-plus-computer titles in the art list include the Western World 117 titles; prehistoric through to twentieth century experiments; A history of English Painting (nine volumes); The Language of Colour (two volumes); Appreciation (two volumes); History of Sculpture (five volumes); and

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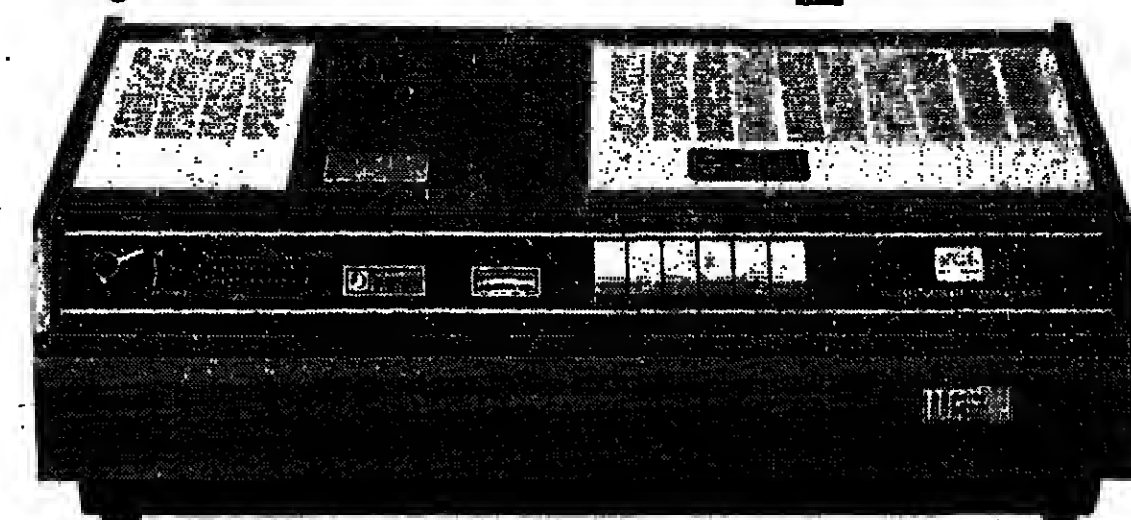
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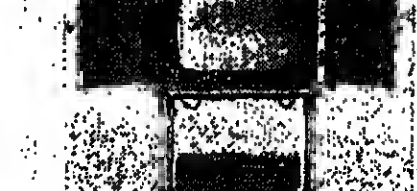
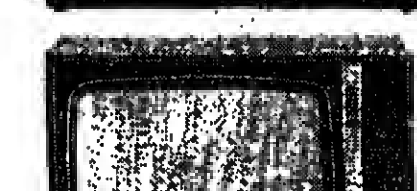
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Multum in parvo

R. P. A. Edwards on the use of microforms in primary schools

In areas where children have no easy access to museum archives and public record offices teachers have to find other ways of providing the children with documentary sources for a study of local history. A teacher can visit the nearest supply of such material and have a selection photocopied, but this can be expensive and, thus inhibited, he is likely to make a fairly narrow selection to keep the cost down.

Unfortunately, however, for the problem-solving approach to local history—which appears to be the best for young children—a large selection of material is needed.

In Leicestershire's village schools there is considerable interest in local history. And, in order to make work easier, it was decided to experiment in the use of microforms as a means of providing a basic local history collection covering the whole of the county. The choice was between microfilm and microfiches, and, because of the ease with which it can be transported, stored, indexed and referred to, the format chosen was 98-frame microfiche.

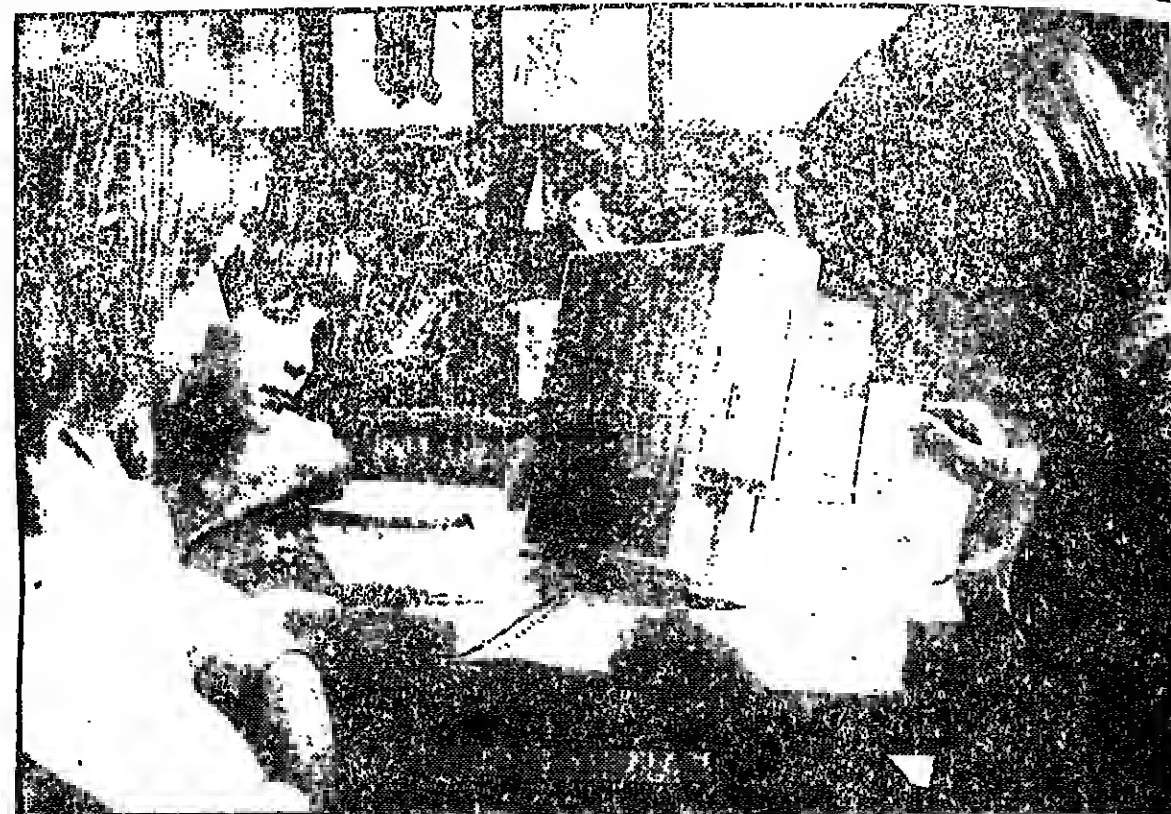
It was correctly expected that most of the initial interest would come from primary schools, so the first batch of material to be put on microfiches were early diocesan-type publications as these can be more easily interpreted by young children. They also have the advantage of including a potted history of each village in addition to the directory information. Obviously there is much other useful material that could be included in such a collection, census returns, for example, but a start had to be made somewhere.

The original material was kindly loaned by Leicestershire County Library and ranged from *Thoresby's Excursions in Leicestershire* of 1790, through a variety of directories, to that published by Wright in 1892. Seven voluminous tomes in all. These were carefully indexed so that the material in each town or village was collated during the photographing and places geographically adjacent came near each other in the filming sequence. The indexing and photographing were a year's work at the end of which the county library purchased 60 sets of the resultant 46 microfiches and four more were bought by the Leic. advisory service.

The reaction of primary school children to the format was awaited with trepidation. A small and motley collection of rather cheap readers had been acquired by the education authority over two years, but in spite of the shortcomings of the machines the children took to them and the material with enthusiasm rarely equalled even in universities, where microforms are more usually found.

A particularly good illustration of the way in which the material can be used is a project which took place during the spring term of this year at Snibstone primary school. This is a three-teacher school and the children taking part were in the top junior class taught by the head, Mrs. Una Green.

The age-range was from 8-10 plus and covered a wide ability spectrum. As in all good village schools the children are used to working independently and there is a friendly, cooperative atmosphere in which older and more able children helped



Children at Snibstone primary school use a microfiche reader.

the others and in no way excluded them.

Two basic lines of investigation were suggested to the children. The first was to note all references to institutions and buildings such as schools, churches, important residences, shops, workshops, farms and so on and to try to trace in the field whether these places still existed and whether they still served the same purpose. The second was to attempt to discover whether the families named listed in the directories still survived in the village and, if they were lucky, in the school.

Both sorts of investigation bore fruit and parents and older relatives were involved in helping children identify buildings and trace family relationships. One boy became deeply interested in the history of

the local marshes. A girl found she was descended from a formidable old lady who, in the late nineteenth century, was apparently both innkeeper and blacksmith. Perhaps the most exciting outcome of the work was the collection of family trees built up with the help of microfiches were early directory-elderly relatives and through visits to the church and graveyard, one of which went back to the seventeenth century.

The adults had become so interested that it was decided to hold an evening meeting. Three generations of villagers sat reading microfiches projected on a screen amid a crossfire of comment and argument about the relationships between those present and the previous inhabitants; where they had lived and

the evidence remaining of their activities.

The need now arose for more material, but there was no money available to enable the microfiche collection to be built up. It was possible, however, to obtain copies of documents referring to the building in 1832 of the Leicestershire-Swanington railway by George Stephenson and his son, Robert, and the part they played in opening the nearby Snibstone Colliery and other local coalmines.

Another useful set of documents not strictly relevant to Snibstone, was a collection of shopping bills and household accounts dating from the late nineteenth century. These, together with a collection of children's books on the period, led to

Continued on next page

Fanning the fires of imagination

The potential of television in schools is not being realized, argues Frederick Aicken

The technological revolution that has brought visual aids into virtually every school has also had a strong cultural effect. Children may be more "visually literate" but they certainly read less, and textbooks are often more concerned with fashionable eye-appeal than with boring old print.

Have we really let "the box" take over? Do teachers use visual aids or are they merely required at school-leaving or pressers of that sort? Can the passive experience of watching television be successfully transmuted into active participation, involving both thought and imagination? And, if so, how can this most efficiently be done? How much training is given by colleges of education in the art of teaching with visual aids?

These questions occurred to me at the end of a term's IBA fellowship spent investigating the lack of imagination in science education.

After more than a decade of new approaches to the teaching of the subject, science, judging by the answers received in a questionnaire sent out to students and teachers, is still seen by the layman as a specialist pursuit. Future primary teachers saw the subject as a necessary chore. I looked in vain for the view that science, even at primary level, could be an exciting mode of problem solving, an adventure in lateral thinking, an act of creation.

Many of these young people had already had experience of the new syllabuses designed to present science in a more imaginative light. Something, therefore, seems to have gone wrong. Is it that the factual content of science still overshadows the methods by which the facts are discovered? Must science teachers, certainly most creators of science syllabuses) would agree with Sir Peter Medawar when he describes

science as "what scientists do". Science is not a mere accumulation of knowledge. At all levels of education, it is primarily concerned with the act of discovery and the art of problem solving.

It is ironic that in the present Nuffield age Edward de Bono's views on creative thought should be so enthusiastically in demand; if the intentions of our modern science syllabuses were realized there would be little further need for lateral thinking. Children whose imaginations are still unimpaired at primary level are able to do de Bono's stimulating book on the subject (shows) in suggest solutions to problems by methods which they might later be able to submit to scientific testing. But when, in a more formal scientific atmosphere, they are taught enough to do this, the original imaginative fire has died down.

In deciding that this state of

affairs may have its origins in the over-zealous dedication of the specialist science teacher, and that the first steps towards an improvement might be taken in the less read atmosphere of the primary school, I could see the important role educational broadcasting has to play in creating a better attitude towards science.

Unfortunately most teachers seem to regard broadcasts as something to turn on, watch on television and then turn off. They rarely use the medium to stimulate curiosity or thought; the appetite for discovery or creation often lies in the satisfaction by the programmes themselves.

All teaching is an exploration; the art of the teacher lies in leading the student to the point at which he is able to make his own discoveries. As in poetry, the plays of Pinter or even in the better detective stories, the trick is to know

what to leave out. The teacher who conscientiously ties up all his loose ends is not the best teacher; similarly the most sophisticated medium of communication which, by three dimensional colour photography and multi-track stereophonic sound, could vividly illuminate a scientific theory, would not adequately replace the image laboriously created in the student's mind with the help of chalk and talk and his own persistent imagination.

Like so much in elementary education, from first steps in poetry to the school play, the means is more important than the end of the end. The idea which the student has created for himself may be a poor thing compared with the instant imagination provided by film or television—but it is his own.

This is why television is so often death to the imagination. Modern television techniques are virtually

Continued on next page

Continued from previous page

a broadening out of the project which culminated in a visit to a folk museum at Oakham, where the children played with old ringers and washing machines, clambered over farm vehicles and machinery and generally absorbed Victorianism.

The project continues and has produced much talk, artwork and writing and a feeling that history is about people and that they, the children, are part of it. The latest development has taken the study into the field of mathematics; the children are now trying to compare old and modern prices and wages so as to decide whether those apparently low prices were cheap in reality.

Another experiment in the primary school use of microfiches was carried out over the summer term of 1974 at the larger Raby village school whose head is Mr C.W. Ballard. For this microfiche copies of forty children's books, some in colour, were imported from the United States. They ranged from simple picture books to short novels requiring a reading age of about one. The plan was to try these with reluctant and slow readers who, we surmised, might be more willing to look at a screen than to open a book.

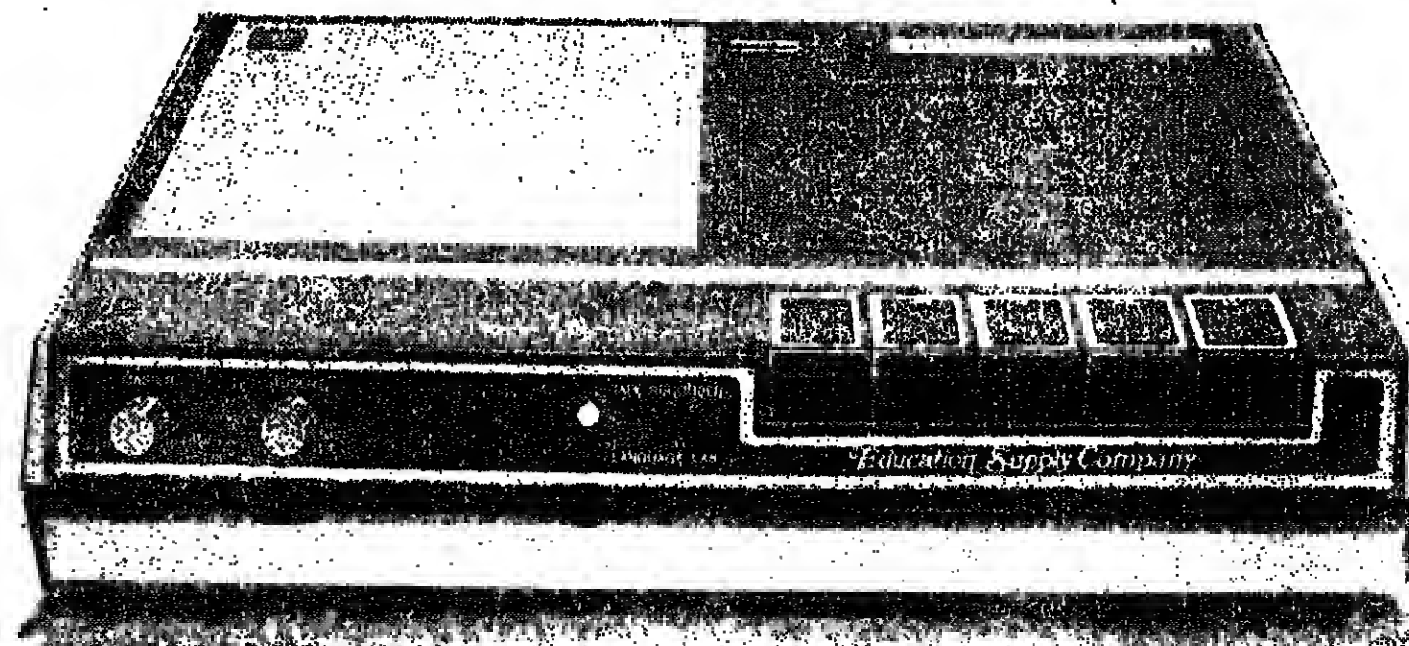
Twenty-four-year children took part, twelve using the microfiches and twelve acting as a control group. These were carefully matched and both groups were practised using Schenckel. The control group had their normal lessons in reading including remedial teaching for those needing it. The others used the microfiches for a similar period. At the end of the period another Schenckel test was applied. It was found that the microfiche group had made very significant gains over the control, which they are still maintaining when tested again after the summer holidays.

It would be dangerous to read too much into this experiment since the Hawthorne effect could well have distorted the situation, but it is remarkable that even backward children should accept the medium and further investigation seems justified.

In secondary education there is a great unutilised potential for microfiches in addition to their use in local history. The growth of social and local environmental studies, twentieth century studies, current affairs and sociology and other courses involving the use of contemporary and very localized materials has led to schools amassing cuttings and photocopies from a wide variety of periodicals and other sources. These materials present considerable difficulties in terms of storage, indexing and retrieval and it would appear that microfiches might help solve all three.

One could also envisage certain microfilm publishers finding it profitable to make available to such schools certain popular topics, for example, housing and urban growth, problems of the aged and handicapped, technological development and pollution. The main problem is the software needs outlets equipped with apparatus and apparatus needs software to justify its purchase. In the present economic climate in schools, the outlook appears gloomy.

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A conversation with Geoffrey Hall and John Lambert of BBC Schools television
on the impact of video recording on television production

"It must have been five or six years ago that we really started looking at the different kinds of programmes schools might need when they had video recording facilities on any scale," says Geoffrey Hall, head of BBC Schools Television. "In planning programme output we have to look ahead all the time and we have always tended to be optimistic."

Certainly the optimism about schools acquiring video recorders has been justified. The Schools Broadcasting Council, who advise the BBC on schools' programme needs, collects equipment statistics each year. Since 1969 when only 27 per cent of secondary schools had video recording equipment, the number has virtually doubled each year. Now 44.2 per cent have equipment that enables them to record television programmes. The percentage of large secondary schools with equipment, those with over 800 pupils, is even greater at 64.4 per cent.

Commenting on these figures, John Lambert, assistant senior education officer of the Schools Broadcasting Council, says: "Up to now many secondary school teachers have found it impossible to use television programmes because of timetable difficulties. But now when I talk to them, the picture is very different. Video recording facilities have given them access to educational television for the first time. Now we can increase the field, tenfold in a year in nine schools."

"The position in the primary schools is rather different, of course," he went on. "The percentage of those equipped is much smaller, around 61 per cent, but the trend is upwards in spite of recent financial setbacks."

So how is the BBC television production department responding to this changing pattern? "There are three main developments," explains Geoffrey Hall. "The series are no longer rigidly sequential. Producers are free to choose the most appropriate production techniques for the topic and the material can be more concentrated. Especially in subject-based series, creating a richer resource."

"When we had to assume that all programmes were being watched as they were being transmitted, then the series tended to be sequential. But now we have more freedom to build on what we have done in what sequence recorded pro-

grammes will be used in the class or whether some will be used at all. So series tend to consist of independent programmes or short units and teachers can be much more selective."

Just as teachers have been freed to select a unit, a programme, or even part of a programme, so producers have been freed to select the programme techniques best suited to the subject.

Mr Hall says: "We have been offering lower secondary school science series for about 15 years now. Once titled *Discovering Science*, it used to be a distinct course. That meant continuity of approach, the same programme format, similar set, presenters and so on."

In the present *Exploring Science* series, a single topic programme uses a wide range of techniques. There's a studio programme, a documentary film, a play, an outside broadcast from York Minster and even what looks like a light entertainment show.

"I think you will find, too, that there are more 'stopping places' built into programmes, so that a four or five-minute sequence becomes self-contained. For instance, in the French series *Tout Comptes* stopping places are visually punctuated."

Both Geoffrey Hall and John Lambert are well aware that if the opportunities offered by recording are to be fully exploited, this means more work at the receiving end. In his new pamphlet *School Broadcasting: A Guide for Teachers*, Lambert quotes one case-study of an ILEA school where there is a media resources officer continually recording material off-air, cataloguing it and drawing it to the attention of teachers to whom it might be of use. There is even a room where staff can preview programmes undisturbed. Even with these "idyllic" conditions, it is still the class teacher who must have the skill and energy—and the time—to make the most of the programmes.

It is apparent that the expansion of recording facilities is having the greatest impact in subject-based programmes produced for secondary schools. General series like *Scene or Going to Work* which are aimed at non-examination candidates have not been greatly affected.

Production staff are, however, interested to see the increased take-up of another series, *A Job*

Worth Doing. Putting the broadcast into complicated fifth and sixth form timetables was more than most manageable. Recording means that programmes can now be used at any time.

Information coming to the Schools Broadcasting Council through the team of education officers shows that most schools with video recording equipment have only a small supply of tapes and work on a week-to-week basis. For Geoffrey Hall this implies the need for a centrally worked out repeat policy with advance information. "We are teachers to know," he declares, "that their favourite programmes will continue to be available at the time they can use publications, rather than once."

He knows of some schools which record in one format and use the programmes in a different one. The future more will do that. "We expect to have to re-think part of our publications policy. If teachers are more selective they won't buy publications for an entire series. And it makes nonsense to a teacher who wants to use, say, a summer term programme in the summer to discover that he can't find the publications then."

"We shall probably need to go closer to a system of 'off the shelf' ordering for some series where the disadvantage is that such a system would be more expensive to schools in our non-profit-making operation. It is expected that demand for such a service will come from schools over the next few years."

Looking to the future, recording cannot be ignored. Few schools have a sufficiently large supply of videotapes or cassettes to be in a position to keep material for the 12-month limit, but that should be changing. "The BBC are not going to stand on their own legal rights in relation to schools programmes," says Mr Hall, "but there are other holders of copyright, contributors and performers, to be considered."

"We have been trying for years free schools programmes so that recordings can be kept longer in schools. We hope that in the near future we shall be able to make recordings available. As producers we are naturally anxious that as much use as possible should be made of our programmes."

This article is contributed by the BBC.

Continued from previous page

limitless in the range of what they can portray. They can show us everything—and unfortunately they usually do. Sadly, it is only when limitations are imposed by economics or censorship that producers are forced to communicate ideas by more subtle means and that the viewers have to exercise their imaginations.

It is significant that telly addicts, deprived of the medium during power cuts, often delightedly discover the appeal of radio (the pictures of which, according to the oft-quoted little girl, are better); and that admirers of *Under Milk Wood*, conceived and originally produced to exploit the limitations of radio, are sadly disappointed when the play is "realised" in a visual medium.

Snell wonder, then, that early educational television was several stages behind the standards already reached by radio. Radio has its own natural constraints which, in the case of television, are being demonstrated by the application of information instead of stimuli, solutions to problems instead of clues. They did not encourage either teachers or students to make use of the inward eye. One could see their dilemma: it is clearly an attractive challenge to develop an idea, crystallise a problem, outline a solution and lay it out before the class in 20 minutes. But, in the

classroom pursuit of truth, loose ends are of the essence.

The problem seemed similar to that of the irresistible force and the immovable object. There seemed to be only two partial solutions, neither wholly satisfactory. One was to treat the television programme as a summary of what has already been done in school; the other was to reserve it solely for teachers as a source of ideas. (Mathematics programmes have been used to very good effect in at least one college of education to provide teachers with the opportunity to discuss various methods of presentation of mathematical ideas.) But this is to admit defeat and limit the vast potential of television as a liberator of the imagination.

Fortunately the problem can now be solved because of the arrival of the relatively cheap videotape (or videodisc) recorder. The fact that these instruments are being sold (and used) merely because of their ability to solve time-table problems is, in itself, indicative of the limitations of television. Learning by television is inevitably a passive experience involving the memory alone. It is this, the case, teachers are going to be disappointed by some of the programmes designed for use with recording facilities. In themselves these programmes are complete, but they are more densely packed with ideas and information than earlier programmes. It would be impossible to absorb, let alone digest, their contents at a single viewing.

During the last few years there have been many examples of inspired use of broadcast science programmes. *Heated Argument*, a BBC TV production in which a debate is staged between exponents of rival theories of heat, is used by one physics teacher to introduce the study of heat in his senior classes.

The programme was not popular in schools because it opened itself up to come down in favour of "right" theory; it certainly did not help the complacency of those who are a blotted faith in the authority of the textbook.

This was the case of a primary school teacher, an elderly lady whose ideas of science had been formerly confined to what used to be called "nature study". With the help and advice of a BBC education officer and with the use of some videotape material, she became an enthusiastic scientist. She had had little scientific method, if a little rudimentary, but sound. Moreover, and more important, her enthusiasm and valuable common sense were highly infectious.

The methods of dealing with broadcast material as it is varied by the programmes. It is possible to find a common factor. The programmes are "used" in the classroom as a stimulus for discussion; sequences are played; moments which are close together in the recording are juxtaposed for comparison or with the teacher's view commented on; the teacher's own sequences are shown as a fresh context, and so on.

Incidentally, such methods of re-creating the advantages of radio in which radio broadcasts are linked with clear and clever line drawings, bigger and better television images, invite the cooperation of children's imaginations. The visual elements suggest relationships in their use, and the recording of recording is simple, convenient and cheap.

Continued on next page

And now television on a long-playing record?

Norman Wright on the videodisc

Almost everyone agrees that television has an extremely important role to play in education. The preschool child is exposed to him-draws of hours of television at home, entertaining, informing and instructing him, affecting his language and his use, his motivation, his habits, his behaviour. Consequently the use of television programmes in education must have a definite and organised place in his school education.

Most of us are also agreed that in management and organization, the educators have much to learn. This is particularly true when applied to the educational resources of many schools. There are schools in which the staff are unwary of the amount of hardware which is available to them; many in which no member of the staff has been given overall responsibility for the allocation or even the maintenance of equipment; and some in which all "off-air" educational broadcasts must be viewed and listened to without even the loosest of either play "hide and seek" with the catalogues or do not know they exist.

The satisfactory viewing of educational television, however, still produces special problems even though many of the programme viewing difficulties have been largely resolved by the provision and use of videotape and cassette recorders. At the same time, satisfactory answers to questions on the cataloguing, storage and retrieval of videotape, on the maintenance of complex machinery and the provision of audio-visual technicians and auxiliary help are still awaited.

At a time when video libraries are being set up, when educational television in all its present forms—"off-air", studio based and video-taped—is subjected to careful scrutiny and thought, and when broadcasters are talking in terms of a "mixed economy" with all three programmes and recorded material distributed on videotape and film, a new kind of television medium will soon be presented to us—the video long-playing record. Two types of this equipment are already being produced, both claiming to add a new dimension to television usage and with a much higher degree of flexibility than any existing system.

The Teldec videodisc system was launched in March in Germany. Known as the Tad video disc, it has been developed by Telefunken, Teldec/Decca. Briefly, the disc is similar to a normal gramophone

record, with a diameter of 21cm and giving 10 minutes of playing time in colour. The videodisc, similar in size to a normal record, disc, operates rather like the car record player. It is connected to the aerial and input socket of a domestic television set. The videodisc with its protective sleeve is inserted into a slot in the player, and the controls automatically position the disc for playing. Programmes can be started, stopped or repeated at any point. At the end of the programme, the disc is ejected in its sleeve and switching off the player reconnects the television aerial to the receiver for normal "off-air" broadcasting.

Philips follow hard on the heels of this system with their polyvinyl disc named the Video Long Play—VLP. Not yet marketed, this disc has a standard 30cm diameter, has a playing time of 30 minutes a side in colour. Since a Hellum-Neon laser is used to transmit the signals from the disc through the player to the receiver, rather than a conventional stylus, the disc can be covered with a protective dust/scratch proof layer, thus enhancing its useful life.

Both of these systems give an interesting new kind of control over television pictures. Since one revolution of the disc contains one complete television picture, this movement of the pickup head back by one track a revolution will result in the transmission of a still picture. The same kind of technique will also produce slow motion pictures (and a slow motion audio track). With further sophistication each individual picture may be cued up at will. Two-track audio is also possible, since we presently have two tracks on normal LP records. Thus videodiscs can incorporate dual language sound tracks or two different audio teaching programmes with the same visuals.

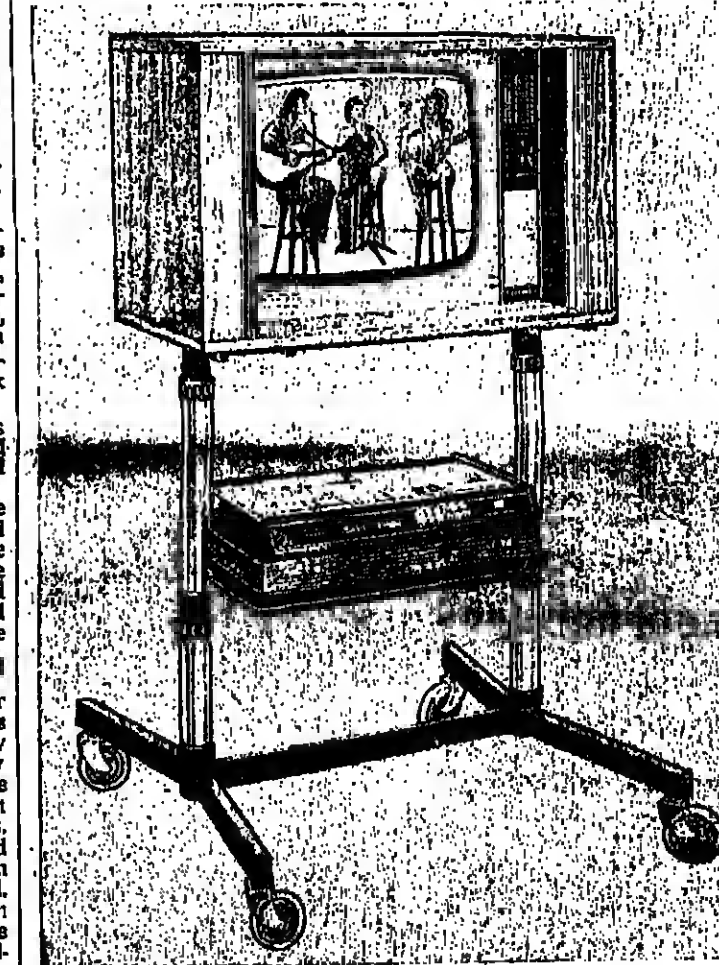
A further attraction of this system is the disc player. It is presently priced at less than £200, with the pleasant thought that existing television receivers can cope, whether colour or monochrome. A colour disc played through a monochrome receiver will give a black and white picture.

In education, there are numerous questions to be answered should this medium catch on. How should we use it? Existing loop films could be transferred to the new system and a number of programmes on the same topic, or within the same curriculum area could be contained on one disc. This could simply and quickly be further adapted towards

"select-a-skill" programmes in schools with similar "select-a-skill" material made available in public VLP lending libraries. And so on.

Until such time, however, as the broadcasters can decide how much of their educational television output should be distributed in videodisc the idea to which the system is put will be limited to commercially manufactured material. Will the Open University, for example, produce programmes in this form and thereby release much needed air time? What will happen to the host of educational programmes, both broadcast and local, which are presently stored on expensive videotape often in far from ideal conditions? Will education authorities consider the transfer of such material to disc and what will this cost? As each track of the videodisc contains a complete picture will this assist with the cataloguing and storage of visual materials?

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The challenge of photography

by Margaret F. Harker

This autumn more secondary schools will offer courses in photography. Until recently students have been able to offer the subject for the CSE, but it was included only as an option in the exam. Examination by the Associated Examining Board for the CCE. Recently, however, the AEB have stated that "in the June examination of 1975 the board will offer photography at A level for the first time. As from June, 1975, the board will offer photography as a separate subject in its own right at O level. Photography will be withdrawn as an option in the O level crafts syllabus."

For many of the schools the subject will present a challenge and various difficulties not all of which will be fully understood at this stage.

The evident interest in photography as a subject for study during the crucial formative years spent at secondary school is encouraging and indicative of much needed reform in visual education. Up to now this subject has been either overlooked completely, regarded as relatively unimportant as compared with more academic subjects or confined to the traditional art and craft classes.

Visual literacy is now gaining recognition among educationalists as an important preparation for adult life. Today television ranks with radio and newsprint as a major medium of mass communication. Television is an audio-visual system; newsprint a visual system, but considerably less use is made of photographs in both. Our visual sense is also daily subjected to photographic imagery through journals and magazines and posters on hoardings. Probably this assault on our visual sense leads most of us to take photographs for granted. We read the messages they convey without stopping to analyse what we are doing or wondering why some photographs communicate more effectively than others, and whether or not we are grasping the full import of the message.

It is so easy to take a photograph and obtain an image with modern cameras, that photography is often regarded as a simple visual recording device and no more. Those who study for a degree in the subject often have in overdone scepticism about the seriousness of their intent and also the opposition of parents and schoolteachers before enrolment. (At present three courses are offered in Britain—a postgraduate course at the Royal College of Arts and two undergraduate courses at the Polytechnic of Central London.)

Those who have studied photography are familiar with the language and have a better understanding of the message presented in this visual form than those who have not. Information conveyed, for in-

stance, through the use of a particular lighting form, angle of view, focal length of lens, will mean more to the photographer. The unvisually educated may not be able to "read" the message or understand the meaning underlying the form.

However, to be visually literate—to be able to interpret and understand the message conveyed in our visual sense through photographs and the television screen—it is not necessary to be an accomplished photographer, film director or television producer. It is necessary, however, to be able to analyse and interpret the formulation which constitutes the visual image.

Learning to read the written word takes time and effort, learning to read the visual image appears deceptively easy. We forget that photographs are two dimensional and that the black and white photograph is a monochromatic version of a three-dimensional, colour scene in front of the camera. The brain has to reorganize the visual material to reconstruct the subject as it really existed at the moment the exposure was made. What happened immediately before and after the photograph was taken and what surrounded the picture can only be conjectured.

Photography is based on scientific principles and depends on technology for improvements in equipment and materials. It is unsurpassed as a visual recording medium and can be used for making measurements. Photography is an art when used effectively for the expression of concepts, ideas and for the communication of aesthetic principles in terms of design, but it can be used for social documentation and for political and commercial propaganda.

The main emphasis in teaching of photography at A level should be on reading images, for example, on visual concerns and on applications. A level students should be reasonably knowledgeable about the many diverse uses of photography and have thought about possible future developments. They should know about it as a recording and measuring device for the scientist, its immediate and future historical value as a means of social documentation and its power as a medium of communication and expression. Students at both O and A levels should be encouraged to be reasonably proficient in photography. This will lead to a better understanding of the medium and provide a suitable platform for those who wish to embark on a vocational course in photography or study the subject at degree level.

Education and training in photography has been available since the end of the nineteenth century, when the first formal classes in

photographic chemistry were started by the Royal Polytechnic Institution. Howard Farmer's school of photography was incorporated into the polytechnic's education system in 1910, and these were chosen in various aspects of photography, including the practice of photography. In the 1920s and 1930s classes in photography were also offered by the London School of Photo-Engraving, Manchester Technical College, the Reimann School of Photography, London, and by various other institutions. Before this apprenticeship to a professional photographer or membership of a photographic society or club were well recognized means of learning photography.

Considerable advances were made in the provision of education and training in photography from the 1940s onward within technical colleges, colleges of art, and later in polytechnics and by the Publishing and Printing Industries Training Board. However, the major emphasis has been on the education and training of photographers (especially the development of technical skills) for the profession, trade and ancillary occupations or the enjoyment of photography as a hobby. The opportunity for a much broader treatment of the subject at secondary school level calls for a different approach to should be primarily concerned with the development of visual literacy, in the sense that a command of reading and writing do not necessarily imply an interest in becoming an author, journalist or broadcaster. It would be tragic if the primary needs were overlooked of existing vocational courses in photography were offered in secondary schools.

The syllabuses of the AEB are wide, demanding and generalistic, leaving interpretation of requirements to the teacher and student. The specimen A level exam papers are disappointing, in that they are too specific in some respects and indefinite in others. There is insufficient testing of visual knowledge (which should be regarded as the most important area of study) and appreciation of the art and applications of photography. To many questions are of technical/calculational orientation, requiring a study of the subject to a depth which is unlikely to be reached by those whose time is limited to a few days' study a week for two years.

There is a danger that preparation for the exams will cloud the important issue of visual education. One of the major difficulties likely to face schools who offer photography at O and A level is that

Continued on next page

Slides for starters

by Bernard Orna

Wondering by a river one bright March day, I peered where a tree, still leafless, stooped low over the water. Through a fringe of spiky twigs the sun sparkled on a silvery-blue surface. My camera recorded a neat rectangle that summed up the pattern.

In June I clambered among rocks on the north-east coast and found a never-ending variety of pools left by the retreating tide—some in quiet tones of white, grey and black; others rich in browns of mineral origin and woods; others, again, displaying strange prizes of glinting pebbles and shells. My camera eye was busy.

August brought travel abroad and clusters of other images: arched openings and steps of a medieval town; the narrow ends of houses somewhere else, with coloured patches of plaster and timber; herding under rippled roofs; the headsome back of a plane tree at the roadside.

The end of year activated the camera eye too: leaf skeletons, and the shining fruit of winter cherry. There are many such strongly patterned images round us.

The slides were projected on the wall. A teacher friend joined in the comment and asked "May I have copies for the college as starters for ideas in art or craft

classes? There might also be something for the pottery and embroidery people also."

And so we arranged it. The college is Hammersmith GFE with its students of mixed races and backgrounds and its problems with the educationally deprived. Visual aids are valued there. Other teachers elaborated on the potentialities of the chance images. The picturesque quality can serve a purpose in art. "Or there's detail that can be picked out for itself as a starter—say for print." And there are "colour combinations." "The steps and arch could be starter for a structural composition. We could encourage more making of things."

The slides did not produce all these offshoots during the following terms. There was no pottery or sculpture, but there was needlework inspired by rockpool shapes and the bark of the plane tree. A rockpool and the tree stooping over the river are sources for two O level designs now with the assessors.

There was also another, most interesting offshoot—no verbal one. The slides were used in classes for students whose vocabulary and writing ability are poor and who have difficulty in conveying thoughts in conversation. The winter cherry images—the red berries



in almost golden net cages—aroused enthusiasm among the West Indian youngsters and, in the course of talking, helped open up, in their minds, such as mysterious, fascinating, filigree, fine, lacy. They were ideas suggested by the images. One was related to the arch and steps and was quite stark: the disappearance of the writer in an old building.

This experiment will be repeated and extended with the introduction of further slides that can promote discussion because not obvious images are immediately inspired use. The same approach inspired use of the slides in an English class



Continued from previous page

ing suitable teachers. At present only a few will have the desirable qualifications to teach photography. Initially they are likely to be drawn from art and science departments, therefore their background knowledge and approach to the subject will vary considerably.

The syllabuses indicate the necessity for darkrooms as well as a room which can be used for taking photographs. Necessary equipment will include cameras, enlargers, mobile lighting units, washing and drying arrangements for negatives and prints and apparatus for dry mounting, display and presentation.

The cost of materials and chemicals used in photography is high, especially with VAT and inflation. By its very nature, practical work implies trial and error as well as success. Once a methodical working system has been achieved, errors can be reduced substantially, but a shortage of materials will inhibit experimental work.

The following institutions are likely to be of help to schools: The Institute of Incorporated Photographers, Anwell End, Ware, Hertfordshire (the association of professional photographers and photographic technicians), have played a major role since 1938 in education and training in photography. Their role to the examination system is recognized by the Department of Education.

The Royal Photographic Society, 14 South Audley Street, London, W1, have recently formed an education

group, who are particularly concerned with photography in schools.

The Society for Photographic Education numbers among their members a proportion of teachers in secondary education whose subjects include photography. The society holds meetings and organizes symposiums and conferences on a variety of topics, including photography in schools.

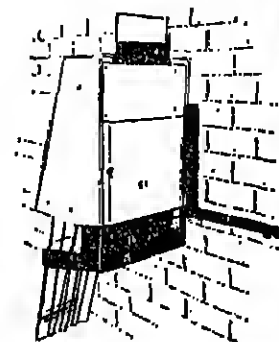
The DES through their HMI for photography, organizes a summer school in photography for teachers in July every year.

The School of Communication, Central London Polytechnic, offer a short course and workshop (one evening a week for eight weeks and one weekend) on photography in schools this autumn. It is aimed primarily at teachers and will attempt to offer some solutions to many of the difficulties they are likely to encounter as well as extending their knowledge of the subject.

The interest being expressed in the teaching of photography in schools by appropriate associations and institutions is encouraging. It is to be hoped that the schools will respond enthusiastically to this concept of visual education and will not be deterred from promoting the study of the visual image in terms of photography by problems which can be overcome by careful planning and organization.

Professor Margaret F. Harker is Dean of the School of Communication at the Polytechnic of Central London.

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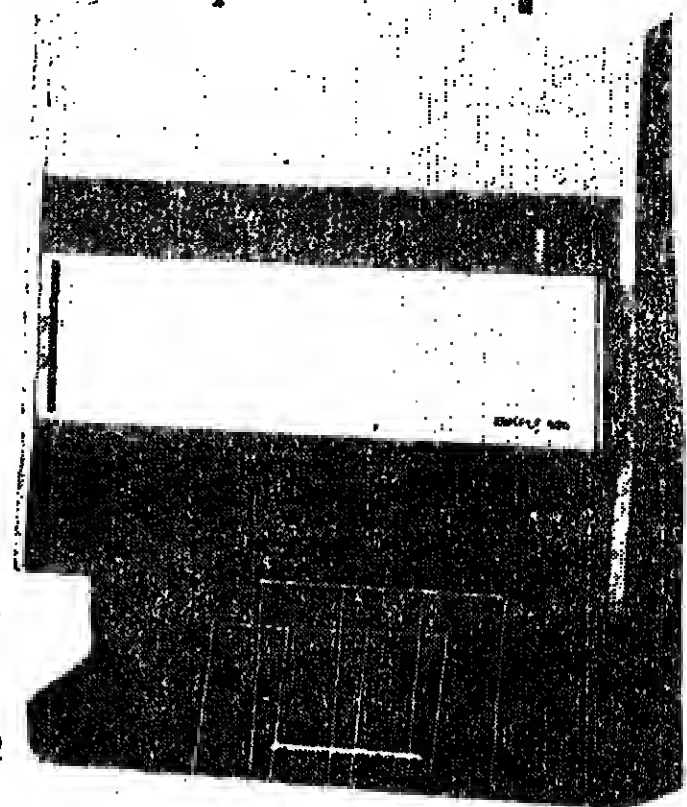


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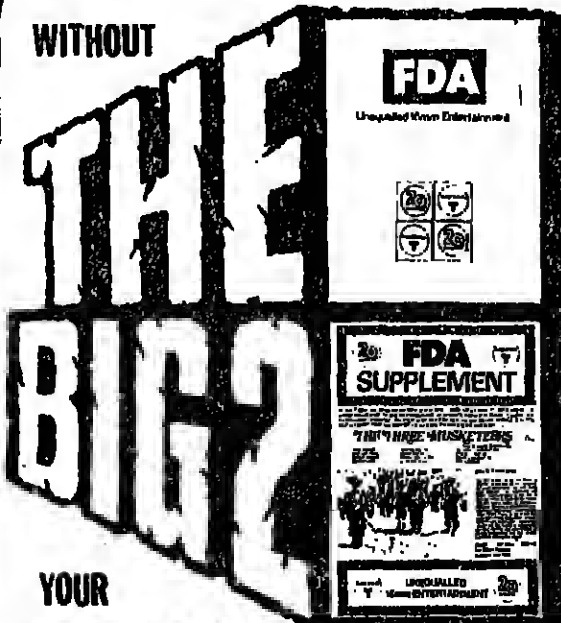
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The Sikhs and SIKHISM: The Golden Temple, Festival, Wedding in the Punjab, Ceremonial display of the sacred weapons, etc.

The Parsees and Slides covering many other aspects, Social, Cultural, Historical, Geographical of India, Pakistan, Bangla Desh, Burma and Sri Lanka.

Candid criticism

Jocelyn Chaplin on evaluating media

Objective evaluation is not often carried out in dialogue between media and pupils. The media, mainly because of the criteria for its use, is not used as a starting point for a total experience in itself. Here the flat, unimaging and silent posters and wallcharts may be more effective than the all absorbing flickering television screen. Clearly the use of media as a catalyst depends on the classroom in which it is used. The teacher has to respect the children and their ideas. The teacher learns from the pupil as well as the other way round. The media is used as a mediating link by teachers with an open attitude. It is a facilitator rather than a manipulator. However some kinds of media do tend themselves to manipulation for technical reasons. Slide shows and films have to be shown in large groups of children at speeds dictated by the media itself, or in the case of slides sometimes by the teacher. The child is forced to follow at the same pace. Posters and wallcharts can be looked at in the pupils' own time over and over again. Objects and images can be compared with each other in space instead of consecutively, which means holding an image in the last slide in the head. This is especially important if small differences in detail, of mise en scene or of clothes through the ages, for example, are being compared. The child has more choice in the use of posters. Other media demand attention. Because the poster or wallchart is a relatively permanent feature of the classroom environment, the child may become familiar with it gradually and still learn something from it. However there are certain problems with flat, still media like posters that children themselves are often aware of. Different graphic techniques are obviously needed for different groups. Younger children need larger words and simpler brighter images. The layout should be clear and unconfusing. The eye should be guided around the paper with no ambiguity as to which way to turn next. The brain gets frustrated if it is confronted with unclear or contradictory directives. A cartoon picture of a high rise building with words in bubbles was described by some children I recently interviewed about printed material for a project on the environment. They used expressions like "I can't follow it" and "don't know where to go".

Credibility is another important factor. Children today no longer think that the "book never lies". Newspapers in particular come in for a lot of suspicion from the young. Using newspaper cuttings on graphic displays evoked comments like "they have to put a lot of lies in to fill it up" and "they exaggerate". In answer to my ended questions about their general reactions to print media children frequently mentioned "truth". It is an important criterion. They often complained of "only getting one side of the story" in school. However, they did seem to think that the "photograph never lies". Photographs were described as being "real" and "true" and "shows you what it's like". They also preferred photographs to drawings and cartoons. When asked what media they liked best, film came out first, but photographs next. Photographs are also more detailed and complex. Detailed and realistic drawings are often preferred to oversimplified ones that leave nothing for the eye and brain to do but to take one look and go away. The much simplification can be insulting especially to the older child. It can also be boring. There are no hard and fast rules beyond the most obvious ones like having the print big enough to read. But it is important to think clearly about the psychological and political implications of various media as well as the practical ones. If the aim is to create a two way dialogue between the teacher and pupils the function of the media as catalyst may be more important than its function of holding attention.

If the aim is to create an active learning process media encouraging passivity would not be appropriate. But perhaps most important, children of all ages can be involved in making decisions about choice of media. After all it is as a result of their reactions and actions that the media will eventually succeed or fail.

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Facts without failure

MACC CROWTHER on history and geography

materials for the slow reader

One 20 per cent of children who go to secondary schools with a reading level of under 10 suffer from a multiple of problems. For some, English is their second language; others have arrived only a short time ago from another country, where their own language and where school was probably a very different proposition; others have had a great deal of time off school, ill or kept home for some reason by their parents; and some have emotional or behavioural problems and have found it hard to settle down and concentrate on the rote learning of facts. For all these children, the fact that the child is not described as "slow" is a relief.

Almost all these children recognize that they have failed where others have succeeded, or that others of their age find easy something which they still find hard. And almost all lack self-confidence. For teachers, the first difficulty is to encourage these children to read with greater fluency. Publishers and research organisations provide suitable fiction material in quantity, if not always in quality. But no child can or wants to make his way through reading books for the whole school day. Whether these children are to be in a separate "remedial" class or whether they are "withdrawn" from time to time from a mixed ability class, they favourably come to grips with history, geography, religious education and other "academic" subjects on the one hand. Learning to read for information is an important and necessary skill, and one which can be well exercised by studying some of these subjects. Moreover it is a way to think that because a child cannot read very well, he will not be out of touch about how the world works. Many slow readers enjoy these subjects and their teachers know why they should be taught.

It is particularly in history and geography that publishers have been failing the slow reader child. Easily readable texts on these topics are rare, whether in the form of books or packs. These conscientious teachers have to prepare their own material which, because of limited time and often inferior reprographic resources, are almost always third-rate.

The alternative—one which is long overdue—is that readers are issued a copy of a class textbook and told to get on with it. What he is then faced with is usually a large block of close print, full of long, unrecognizable words. The task of reading, let alone digesting, this material is practically insuperable. Apart from the fact that the child is denied the information he wants, this kind of textbook will not improve his reading. If he is expected to read something which he cannot manage, the association of reading with failure will be strengthened. The difficulty which secondary school teachers face continually is how to help the child who has been so discouraged that he does not want to give reading another try. Were history and geography texts manageable, they could reinforce his reading successes.

Selecting suitable material from what is available in this field can be a frustrating business for any teacher of slow readers. For one thing, the choice is so limited that material can hardly be dismissed on the grounds it is of poor quality. Nor is it as easy as finding a text with an appropriate reading age, say, 8.5. Some material would be perfect were it not described as "junior history" or "for seven to nine-year-olds" or even sometimes, "for infants". A 13-year-old will be insulted by anything which is obviously intended for a younger age group. He will be quick to pick up on a patronizing tone, or children in the pictures wearing short trousers. Maps and slides can often be used to advantage with slow readers in a class, but the language, in the case of sound, must be monitored for its simplicity. Children with a reading difficulty often also have a fairly restricted vocabulary. For this reason, many of the filmstrips and tape sets on the market will prove to be above some slow readers' heads. Some notable exceptions to this are RAV's Myths and Legends, and 3M's lively history cassettes, Stories from the Middle Ages and Stories of the Greeks.

However good the available audio-visual resources, they cannot replace written material for use in the classroom. Easily readable history resources exist, even if they are not always exactly what a teacher or pupil wants. Macdonald's Readers are sometimes useful, though children, strangely, are able to identify them as primary school books. Macdonald have also simplified some of their reference books as Easy Reading Editions, which shows a welcome awareness of teachers' difficulties. Some reading schemes, like Longman's Reading Routes, form a small library on an analogy of subjects—the development of radio, films and dolphins, for example. Similarly, Nelson's Lively Readers cover topics such as earthquakes and volcanoes, canals and the weather. These books can be used for project work, but they hardly stand up for use in a depth study or in continuous course work on a historical or geographical topic. Teachers of slow readers are at present limited to particular topics in history and geography which are covered more fully than others. The history of Britain up to the Middle Ages stands out as the only historical period which is in any way fully approachable to slow readers through written material. Macmillan's History Workshop, which consists of boxes of simple information cards with questions on the back, covers Early Times and The Middle Ages. Evans' series, Knowing History, is reasonably easy to read, and includes a good variety of work for pupils to do. The Pictorial Picture Book of Herstory is a useful accompaniment to a study of the Middle Ages, and the Pictorial Picture Book of Herstory is a useful accompaniment to a study of the Middle Ages, and the Pictorial Picture Book of Herstory is a useful accompaniment to a study of the Middle Ages.

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"Prehistoric Life", one of the Macdonald Easy Reading Editions.

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For geography, there are also some subjects which are better documented than others. Local environmental studies are popular and often teach elementary map-making skills as well. Children's Environmental Studies, Macmillan's Discovery and George Philip Alexander's White About Your Environment are all simple and clear. Ginn's Discovering Your Environment is particularly good in the weather. Easily readable material on geography is usually approached through a "children of many lands" theme, which most teenagers consider too juvenile. Macmillan's People and Places, however, contains good pictures of different events and activities around the world, map reading and atlas work are, of course, possible with slow readers, but here again, the burden is on the teacher to organize the work.

There are some old favourites like "John Brown's Body", "The Yellow Rose of Texas" and "Dixie". One or two songs, like "Maryland, My Maryland", are sung in two versions, the original Southern version and the Northern response, using the same tune. Tom Glazer is joined in some of the songs by some other singers.

Musical rarity

Authentic Music of the American Indian (three records) Everest 3450/3 (electronic stereo) £5.61. The Musical Heritage of America (four records) CMS 660/4L £7.92. Peerless Records, Bedford House, York Road, Brentford, Middlesex, TW8 0QP.

The music of the North American Indian has remained comparatively unknown to Europeans and many young people whose sole acquaintance with the Indians has been through the Hollywood western may be surprised to discover that these people had any time to make music.

The characteristic ceremonial songs are sung only by men who have been given the right to perform them, or they may be sung by the community at musical gatherings, accompanied usually by several drums, the drum being the principal Indian instrument.

Unfortunately, this record contains no background information and not even a list of contents. The three records of the set are grouped into war dances and honour songs, social songs and folk songs and ceremonial songs and chants.

Even in 1966, someone mislabeled that Indian music "would rather frighten, than delight any man". There is no harmony and the songs are chanted in unison. By European standards, the singing technique is rather curious: the notes are attacked from above, giving an out-of-tune effect; there is an intense vibrato, and the singers often have coarse voices.

A far more successful production is The Musical Heritage of America, volume 2, the story of the American Civil War told in words and song by folklorist Tom Glazer. It has the same polish of performance as Volume 1, the same wealth of detail in the accompanying booklet, and the same ring of authority in the spoken introductions. The four-record set contains more than 50 songs, including some slave songs like "Follow the Drinking Gourd" and "No More Mourning", appropriately accompanied by heavy gospel-style piano playing.

There are some old favourites like "John Brown's Body", "The Yellow Rose of Texas" and "Dixie". One or two songs, like "Maryland, My Maryland", are sung in two versions, the original Southern version and the Northern response, using the same tune. Tom Glazer is joined in some of the songs by some other singers.

Celia Evans

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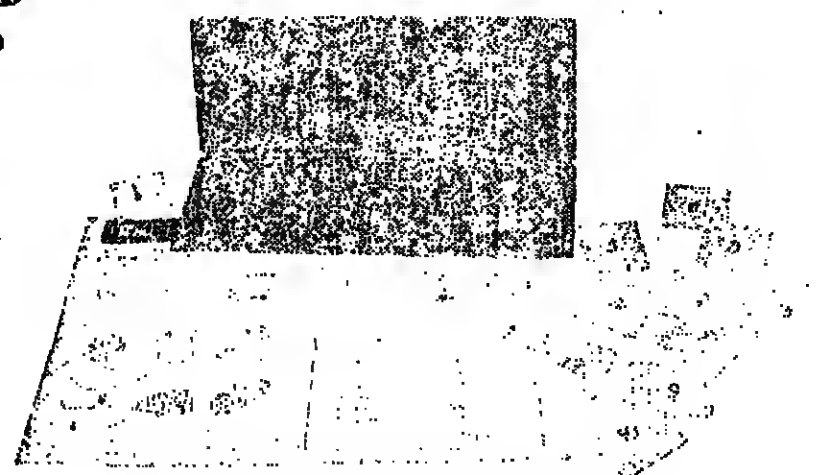
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54 Resources

Greek myths for the very young

by Diana Bird

Living Lessons. Volume 1, Stories of the Greeks. Volume 2, Stories from the Middle Ages. KM United Kingdom Ltd, 3M House, Wignore Street, London W1A 1ET £7.25 plus VAT each.

First investigations into the need for these learning packages were launched in 1971 and led to the discovery that although most schools had cassette recorders, only about half used them. This was mainly due to a lack of knowledge and a shortage of suitable programmes. The problem of lack of knowledge was partly solved when 3M introduced its Tape Teacher.

The following year it was decided that cassettes alone were not sufficient. What was required was a complete learning package, of cassettes, teachers' notes and visual aids. Cooperation with Imbucon and ILEA resulted in two packages which dealt with medieval history and Greek mythology. These prototypes were submitted to a consultant psychologist and a market researcher who, in turn, held discussions with eight teachers. The latter made various criticisms and in 1973, the stories were replanned completely with the aid of Duncan Taylor, of the BBC. Radio actors and sound effects were used and, in answer to teachers' suggestions, wallcharts and other material were produced.

In 1974, the total package was tried out in London classrooms and so made ready for its launch. Development had thus taken place over four years, and the resulting package was the joint effort of 3M, several outside experts, teachers and children. The manufacturers hope that this extensive research and development will ensure that the packages will be acceptable to schools.

New titles will be issued at regular intervals. The package sent for review was Stories of the Greeks. This consisted of a cassette, teachers' notes, wallchart and five copies of a pupil's book. On the cassette are recordings of five stories, presented in dramatic form and accompanied by music, where appropriate. Each story runs for about six minutes. The pupil's picture book gives one illustration of the first story and two of subsequent stories. All illustrations are brightly coloured and are accompanied by a few printed words describing the action.

The teacher's notes are detailed. They suggest classroom procedures for presenting the package; give a brief synopsis of Greek history; make suggestions for further reading and then deal with the presentation of individual stories. The notes end with the texts of each story as recorded on the cassette. The producers hope that the

notes, picture book and cassette will be used together and that the activities will be designed by the teacher to help the child to listen and understand, and the teacher to develop and improve language.

It is emphasized that a knowledge of Greek history is not essential for the enjoyment of the programme. To young children the stories are simply about people who lived a long time ago. Older children may be able to place the stories in their historical context and learn more about the Greeks or receive an introduction to Greek studies.

The wallchart, which is an enlarged version of the illustrations on the inside cover of the pupil's book, can be used as a visual help to the making of models, paintings, collages, etc. For example, the Wooden Horse of Troy, the Minotaur and sailing vessels. It measures 20in by 28in and is designed to provide the maximum attraction.

The time spent on research and development and the constant emphasis on a practical approach has resulted in a series of teaching packages which should appeal to teachers and children alike. The Living Lessons packs fill a long felt need to primary schools and, as the scope for their extension into other subjects is almost endless, they should be with us for a long time to come.

There are many stories about people inventing drinks which were supposed to do strange things.

One drink was supposed to make someone invisible, another drink is used in a novel called

Dr. Jekyll and Mr. Hyde. In this story a very nice man drinks a drink which turns him into a monster.

Find out who wrote this book.

From "Food and Magic".

Sets of megozines, which look rather like children's comics, are the basis of a new pack by Longman on food. The Pecten Pack is designed for use in integrated studies project work in primary and middle schools. It consists of megozines and large worksheets in a six-pouch plastic holder which can be hung up. Each pouch contains six copies of a megozine and cards.

Topics include, "Eating out", "How do we get our Food?", "No Food?", "Where do we get our Food?" and "Food and Magic". A pack of 36 megozines, 47 cards, a teacher's guide and a chart costs £12.

Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Pottery and papier maché

Andrea Clifford

Galt has produced two new time saving kits for junior school children. Newcity is a trade name given to clay reinforced with nylon fibre to achieve a non-brittle result.

The Newcity modelling set is a plastic pot for storing clay, a peck of Newcity and gloss finish which can also be used as an adhesive, for making the model stronger and more durable, a wooden modelling tool and wire to use as legs, wings etc, for modelling animals and for decorative purposes. A leaflet with directions and suggestions is also enclosed.

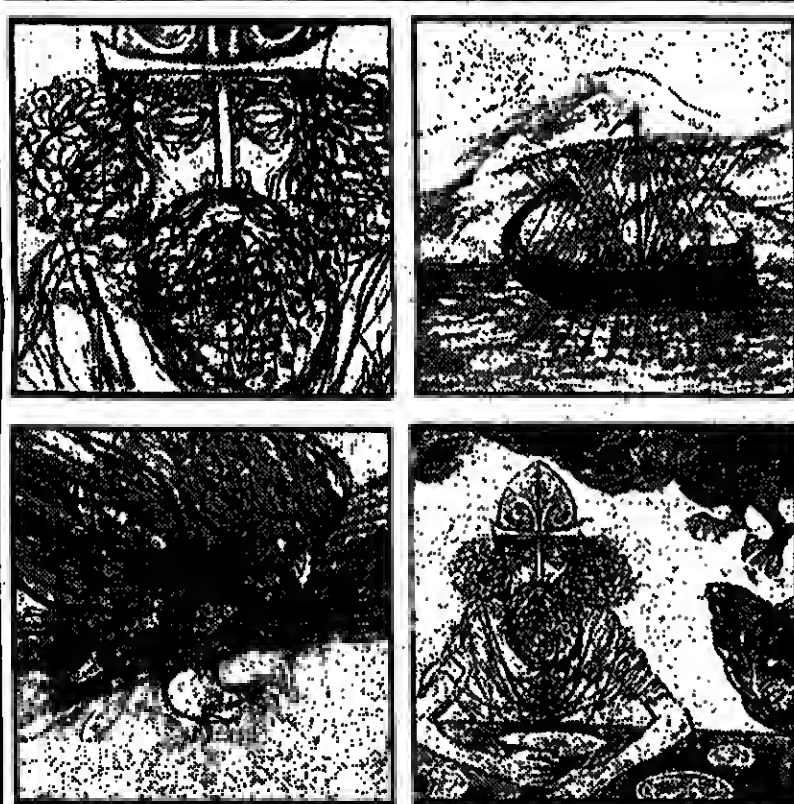
Newcity can be coloured with any type of paint or ink. A set costs £1.65 and is really only sufficient for one child. Teachers may find it more economical to buy Newcity in the 10lb bag at 83p and the hardener in 1b bags at 76p each.

The ancient craft of papier maché is often abandoned by teachers who balk at the idea of taping up newspaper into clay pieces and the unpleasant smell which emerges as the paper soaks up the glue. Galt's instant papier maché consists of a specially compressed substance which disintegrates immediately in water and an adhesive

mixture which gives a modelling material as flexible as clay but much cleaner to use. The new material dries to a hard, strong, white finish, and the finished model can be left in its natural state or painted.

One block and adhesive provide enough papier maché for 10 hand puppet heads and the pack contains four blocks. Once the papier maché has been made it will keep for a short while if kept damp in a polythene bag, and there is no unpleasant odour. Such convenience has to be paid for, and at £1.37 a set teachers may prefer to boil up newspaper!

An interesting way of encouraging children to note the textures of the world around them is in the creative activity of rubbing. Binns has produced a crayon rubbing set consisting of two gold, two silver, two black, and two white crayons and a helpful leaflet with suggestions of ideas and methods for various rubbings. Teachers may feel that the set is worth buying for the suggestions in this little booklet, but otherwise it is much cheaper to buy the crayons separately in bulk.



From "Myths and Legends in Ancient Greece". Filmstrips published by Unicorn Head Productions Ltd, 38 Warren Street, London W1. These illustrations are from "Jason and the Golden Fleeces". Other titles include "King Midas" and "The Labours of Hercules".

Scientific teasers

Projects Technology Briefs. Heinemann/Schools Council. £6.50.

The individual handbooks of the Schools Council Project Technology have already been much commended. Now, on diff cards in a ring binder, come 77 "briefs" which are intended to be "hints, suggestions, starting points, or stimuli for individual and original projects".

The principles of the project are exemplified. Direct teaching of domo syllabuses is not needed, though clearly the association of theoretical study with the practical work is both inevitable and desirable. Nevertheless, a prime object is the development of a pupil's capacity to deal with real problems.

To begin with, the problem must be defined—and understood. Planning, design and construction are inseparable stages; while tests and investigation products.

To begin with, the problem must be defined—and understood. Planning, design and construction are inseparable stages; while tests and investigation products.

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ALEPH ONE LTD, PO Box 727, Cambridge CB3 0NX. Tel: 311679.

Pollution, conservation and evolution

Social Studies. By Charles Brody. Evolution of Man. Human Populations and Resources. Environmental Pollution and Conservation. Man as a Social Animal. Social and Cultural Evolution. Set of 24 slides, 12 on each of the four topics. Audio Visual Productions, 15 Temple Sheen Road, London SW14 7PY.

The Evolution of Man illustrates various aspects of that subject, such as some varieties of man and other primates, together with pictures of artefacts of early man. Human Populations and Resources includes examples of the classical ways in which population growth is checked. Other slides show how food production has been increased, while some show diagrammatically factors to be taken into account when considering the relationship of population to resources.

Environmental Pollution and Conservation illustrates examples of severe pollution, such as the des-

truction of trees, the dust bowl in the United States, and dumping poisonous wastes. Conservation is not neglected and illustrations are given to show how the environment can be improved. These very from cleaning public buildings, carried out as a result of the Clean Air Act, to tree planting to screen an industrial estate. Pollution and color Organisms is a short set, but an important one as it provides a means of identifying key organisms which act as bio-indicators of water and of air pollution.

Man as a Social Animal suggests several aspects of human behaviour which are at least analogous to the behaviour of other animals. Examples include territoriality, hierarchy, ritualization, aggression and cohesiveness. The development of the modern city and its effect on the distribution of man is considered. The final set, Social and Cultural Evolution, suggests how modern social and cultural activities separate him from his nearest biological relatives. Men is seen as a toolmaker, as a learner of languages, a law maker,

an agriculturalist, a technologist and an artist. The standard of photography is in general good. Some of the designed diagrams will be particularly valuable and are separately available as overhead projector transparencies. Unfortunately the notes supplied are too short. Because the material is new, it is important to suggest context in which it could be placed and ways in which the slides could be used. It is to be hoped that, when revised, the notes can be lengthened to include this, together with a short annotated bibliography. As a result, some sets present a more coherent picture than others. A few slides need more detailed information, such as the one illustrating a human chromosome pattern and that of the molecule.

These slide sets cover a curriculum on which there is little available material. They should be valuable in a wide variety of courses in both schools and colleges.

John Barker

Solar energy

As a positive contribution to current thinking on the use of solar energy, Portsmouth Polytechnic have just produced a film which examines the potential use of this sort of energy in housing.

The House and the Sun was shot in the past year in England and the South of France and shows different approaches to the use of solar energy.

Further information from Christopher Warren, Film Department of Portsmouth Polytechnic, Fine Arts, Portsmouth PO1 3HP. Lion Terrace, Portsmouth PO1 3HP.

The British Standard for percussion instruments, first published in 1962, has now been revised. BS 3499, Percussion Instruments, Part 1, School Music Equipment, now gives dimensions in metric units. Descriptions of all the instruments are included, and drawings have been added.

Details from BSI Sales Department, 101 Pentonville Road, London N1 9ND. £3.50, including postage.

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SEPTON (Municipal Borough) EDUCATION COMMITTEE. Qualified NURSERY TEACHERS are invited to apply for the post of NURSERY TEACHER at the new school, for children up to the age of five years. Modern building, private hall, etc. Salary £5,000 per annum. Group 4 Head Teacher salary payable in approved cases, and a bonus scheme for meritorious teachers. Applications should be sent to the Head Teacher of the school, 111, High Street, Septon, N. 10. Closing date: July 25.

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL. Qualified NURSERY TEACHERS are invited to apply for the post of NURSERY TEACHER at the new school, for children up to the age of five years. Modern building, private hall, etc. Salary £5,000 per annum. Group 4 Head Teacher salary payable in approved cases, and a bonus scheme for meritorious teachers. Applications should be sent to the Head Teacher of the school, 111, High Street, Septon, N. 10. Closing date: July 25.

CAMBRIDGESHIRE

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DEVON

DEVON COUNTY COUNCIL. Qualified NURSERY TEACHERS are invited to apply for the post of NURSERY TEACHER at the new school, for children up to the age of five years. Modern building, private hall, etc. Salary £5,000 per annum. Group 4 Head Teacher salary payable in approved cases, and a bonus scheme for meritorious teachers. Applications should be sent to the Head Teacher of the school, 111, High Street, Septon, N. 10. Closing date: July 25.

DORSET

DORSET COUNTY COUNCIL. Qualified NURSERY TEACHERS are invited to apply for the post of NURSERY TEACHER at the new school, for children up to the age of five years. Modern building, private hall, etc. Salary £5,000 per annum. Group 4 Head Teacher salary payable in approved cases, and a bonus scheme for meritorious teachers. Applications should be sent to the Head Teacher of the school, 111, High Street, Septon, N. 10. Closing date: July 25.

DURHAM

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ESSEX

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GLoucestershire

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Hampshire

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Hants

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CITY OF SALFORD
EDUCATION DEPARTMENT
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secondary opportunities with Nottinghamshire

DEPUTY HEADSHIPS

COTTESMORE COMPREHENSIVE
Derby Road, Lenton,
Nottingham NG7 10H
Headmaster:

S. H. Heathcote, M.A.
Mixed: 1,050 (11-16)

**SENIOR MASTER/
MISTRESS (Group 10)**

Applicants should be willing to supervise generally in dealing with the pastoral care, welfare and discipline of the pupils in the Lower School.

He or she will be responsible for liaising with the contributory primary schools and with the parents of first and second year children. The school has recently been designated as one of Social Priority.

HEADS OF DEPARTMENT

**BECKET R.C. (AIOED)
COMPREHENSIVE**

Ruddington Lane, Willford, Nottm.
Headmaster: T. Dillon, B.A.
Mixed: 979 (Sixth Form 100)

HISTORY—SCALE 3

**MARGARET GLEN-BOTT
COMPREHENSIVE**

Sutton Passyve Crescent,
Wollaton Park, Nottm. NG8 1EA
Headmaster:

R. C. Peake, B.Sc., J.P.
Mixed: 800 (11-16)

MUSIC—SCALE 3

MUNOELLA GRAMMAR
Collygate Road, Meadows,
Nottm. NG2 2EL
Headmaster: J. Hadfield, M.A.
Mixed: 845 (11-16)

**RELIGIOUS EDUCATION—
SCALE 3**

ORDSALL HALL SECONDARY
Ordsall Road, Retford,
Notts. DN22 7PL
Headmaster: W. O. Howells, B.A.
Mixed: 850 (rising to 750)

FRENCH—SCALE 3

**TRINITY R.C. (AIOED)
COMPREHENSIVE**

Headmaster: A. Murphy, B.A.
Mixed: 980 (11-16)

**(1) REMEDIAL DEPART-
MENT—SCALE 3**

**(2) MASTER as HEAD OF
THE BOYS' CRAFT
DEPARTMENT—
SCALE 3**

(Woodwork, Metalwork and
Technical Drawing)

This is a new Comprehensive
School (formerly Loretto Grammar
and Bishop Ouse Secondary
Schools)

Applications (no forms) to the
Headmaster, c/o Loretto Grammar
School, Beecroft Road, Aspley,
Nottingham, as soon as possible.

SCALE 2 & ABOVE

ARNOLO HILL COMPREHENSIVE
Gedling Road, Arnold,
Nottm. NG5 8NZ
Headmaster:

E. M. Spelman, M.A., B.Sc.
Mixed: 1,585 (including 135 in
Sixth Form) (11-16)

COMMERCE—SCALE 2

THE DUKERIES COMPREHENSIVE

New Ollerton, Newark,
Notts. NG22 9TD
Headmaster:

J. I. West, M.A., C.B.E.
Mixed: 1,730 (11-16)

**(1) MATHEMATICS—
SCALE 4**

**(2) MATHEMATICS—
SCALE 2**

**(3) ECONOMICS—
SCALE 2**

Social Priority Allowance payable.

PLAYER COMPREHENSIVE

Donwood Crescent,
Beecroft Road, Bilborough,
Nottm. NG8 3DH
Headmaster: D. T. Dowell, M.A.
Mixed: 1,000 (11-16)

For January or earlier if possible
teaches for special unit, Scale 3
and 2. Two teachers, one man
and one woman, are required to
join the special unit in specially
provided accommodation on the
campus which makes provision
for pupils from the school who
find it difficult to cope in the
normal class room situation.

Social Priority Allowance payable.
Applicants should have an under-
standing of the problems asso-
ciated with such children and
should have the initiative to cope
with this difficult but rewarding
work.

RAVENSDALE SECONDARY
Ravensdale, Mansfield,
Notts. NG18 2DR
Headmaster:

H. G. Tychler, B.A.
Mixed: 830 (11-16)

ART/CRFT—SCALE 2

With English, History, Geography
or Mathematics as a subsidiary
subject.

This school will become a Middle
School in September, 1976.

SCALE 1

ANNIE HOLGATE SECONDARY
Nabbs Lane, Wollaton Road,
Hucknall, Nottm. NG15 6HB
Headmaster: R. Robinson
Mixed: 600 (11-16)

ART/CRFT

For one year only.

ARNOLD HILL COMPREHENSIVE
Gedling Road, Arnold,
Nottm. NG5 6NZ
Headmaster:

E. M. Spelman, M.A., B.Sc.
Mixed: 1,585 (including 135 in
Sixth Form) (11-16)

ENGLISH

To teach subject to C.S.E./G.C.E.
'O' level in a well established,
lively Department.

**BECKET R.C. (AIOED)
COMPREHENSIVE**

Ruddington Lane, Willford,
Nottingham
Headmaster: T. Dillon, B.A.
Mixed: 979 (Sixth Form 100)

(1) MATHEMATICS

(2) MUSIC

**CARLTON LE WILLOWS
COMPREHENSIVE**

Wobbs Lane, Gedling,
Nottm. NG4 4AA
Headmaster: T. E. Dowman, M.A.
Mixed: 1,770 (11-16)

ENGLISH

To teach subject throughout the
age range up to 'O' and 'A'
level.

**COLLINGHAM WOODHILL
SECONDARY**

Woodhill Road, North Collingham,
Newark, Notts. NG23 7NR
Headmaster: A. Fisher
Mixed: 1,770 (11-16)

WOODWORK

COTTESMORE COMPREHENSIVE

Derby Road, Lenton,
Nottm. NG7 10H
Headmaster:

S. H. Heathcote, M.A.
Mixed: 1,030 (11-16)

(1) MUSIC

**(2) RELIGIOUS
EDUCATION**

Please state other subjects.
Social Priority Allowance payable.

CUMBERLANDS SECONDARY

Townage Drive, Mansfield,
Notts. NG19 6JN
Headmaster: E. B. Horan
Mixed: 930 (11-16)

HUMANITIES (2 posts)
with English, Art and History as
a combination.

**THE DUKERIES
COMPREHENSIVE**

New Ollerton, Newark,
Notts. NG22 9TD
Headmaster:

J. I. West, M.A., C.B.E.
Mixed: 1,730 (11-16)

(1) FRENCH

(2) MUSIC

**(3) RELIGIOUS
EDUCATION**

Social Priority Allowance payable.

EASTWOOD COMPREHENSIVE

Mansfield Road, Eastwood,
Nottm. NG16 3EA
Headmaster: B. R. Groome, B.A.
Mixed: 1,360 (11-16) (Sixth Form
70)

FRENCH/GERMAN

FAIRHAM COMPREHENSIVE

Farnborough Road, Clifton,
Nottm. NG11 9AE
Headmaster: R. J. Thom, M.A.
Mixed: 1,700 (Sixth Form 90)

MATHEMATICS

**GREENWOOD GALE
COMPREHENSIVE**

Shelton Boulevard,
Nottm. NG2 4GL
Headmaster: F. J. Perhem, B.Sc.
Mixed: 900 (11-16)

**(1) ENGLISH—
SCALE 1 or 2**

**(2) MATHEMATICS—
SCALE 1 or 2**

**(3) ENGLISH and
GENERAL SUBJECTS**

THE GROVE COMPREHENSIVE

New Balderton, Newark,
Notts. NG24 3AL
Headmaster: C. N. Bates, B.A.
Mixed: 1,100 (11-16)

**MISTRESS FOR HOUSE-
CRAFT**

Excellent new facilities. Examin-
ation courses well established.

**JOSEPH WHITAKER
COMPREHENSIVE**

Worsop Lane, Retford,
Notts. NG21 0AG
Headmaster: R. Brooke, B.A.
Mixed: 1,550 (11-16)

(1) FRENCH

(2) HISTORY

**(3) RELIGIOUS
EDUCATION**

(4) ENGLISH

(5) SPANISH

Social Priority Allowance payable.

**LILLEY AND STONE GIRLS'
HIGH (VOLUNTARY
CONTROLLED)**

London Road, Newark,
Notts. NG24 1TT
Headmistress:

Miss M. L. Henson, M.A.
Girls: 682 (11-16)

**ART AND CRAFTS—
SCALE 1 or 2**

To share the teaching of Art
and Crafts throughout the school
to C.S.E. and 'O' and 'A' level.
Scale 2 post for a well-qualified
and experienced candidate. The
school has well equipped Art and
Craft Rooms.

MAGNUS GRAMMAR

Earl Avenue, Newark,
Notts. NG24 4AB
Headmaster: Dr. H. Clayton, B.A.
Boys: 570 (11-16)

MATHEMATICS

To teach the subject up to and
including G.C.E. 'O' level. The
initial requirement is for middle
and junior forms but there are
prospects for further responsi-
bility for both C.S.E. and G.C.E.
work. An integrated traditional
and modern course is followed.
Please state qualifications and
interests.

**MANVERS PIERREPONT
COMPREHENSIVE**

Carlton Road, Nottm. NG3 2NR
Headmaster:

J. Hollingworth, B.Sc.
Mixed: 900 (11-16)

**(1) MATHEMATICS—
(2 posts)**

(2) GERMAN

**(3) MUSIC WITH BOYS'
GAMES**

(4) ENGLISH

**THE MATTHEW HOLLAND
COMPREHENSIVE**

Selson, Nottm. NG16 6BW
Headmaster: R. Bailey
Mixed: 950 (11-16)

**MISTRESS FOR PHYSICAL
EDUCATION**

To be second in the girls' section
of the P.E. Department. A special
interest in modern educational
gymnastics and dance with ability
to teach netball is required.
There are good indoor facilities
including a modern Sports Hall.

**NEWARK C.E. (CONTROLLED)
SECONDARY**

Barby Road, Newark,
Notts. NG24 1RR
Headmaster: J. R. Gold
Mixed: 700 (11-16)

FRENCH

**NORTH BORER
COMPREHENSIVE**

Whitehouse Road, Bircotes,
Doncaster, Yorks.
Headmaster:

A. A. Haslam, B.Sc., Ph.D.,
F.R.A.S.
Mixed: 700 (11-16)

(1) MUSIC

(2) FRENCH

PLAYER COMPREHENSIVE

Donwood Crescent,
Beecroft Road, Bilborough,
Nottm. NG8 3DH
Headmaster: O. T. Dowell, M.A.
Mixed: 1,000 (11-16)

(1) FRENCH

(2) HISTORY

**(3) RELIGIOUS
EDUCATION**

(4) ENGLISH

(5) SPANISH

Social Priority Allowance payable.

PORTLAND COMPREHENSIVE

Sparken Hill, Worksop, Notts.
Headmaster: J. C. Garlow, B.A.
Mixed: 1,170 (11-16)

**FRENCH with some
German**

QUARRYDALE COMPREHENSIVE

Stanton Road, Retford,
Notts. NG17 2DU
Headmaster:

W. C. Evans, J.P., B.Sc.,
O.P.E.D., F.R.G.S.
Mixed: 1,100

REMEDIAL

To assist in existing Tutorial
Department

**SIR FREDERICK MILNER
SECONDARY**

Pennington Walk, Retford,
Notts. DN22 6LT
Headmaster: N. Turner, B.A.
Boys: 530 (11-16)

**MASTER FOR METAL-
WORK/WOODWORK**

The teacher appointed will be
one of a team of six in the De-
partment, and will be responsible
for his own room.

**ST. BERNADETTE'S R.C.
(AIOED) COMPREHENSIVE**

Sneinton Dale, Nottm. NG3 7DN
Headmaster: J. V. Grealy, B.A.
Mixed: 450 (11-16)

**(1) GENERAL SUBJECTS
(HISTORY/
GEOGRAPHY)**

(2) MUSIC

**ST. JOHN'S C. OF E. (AIOED)
SECONDARY**

St. John's Street, Mansfield,
Notts. NG18 10J
Headmaster: G. Cresswell
Mixed: 330 (11-16)

ENGLISH

This school will become a Middle
School in September, 1976.

TOOT HILL COMPREHENSIVE

The Banks, Bingham,
Nottm. NG13 8BL
Headmaster: R. Hopwood, B.A.
Mixed: 1,500 (Sixth Form 90)

REMEDIAL/HUMANITIES

**TRINITY R.C. (AIOED)
COMPREHENSIVE**

Headmaster: A. Murphy, B.A.
Mixed: 980 (11-16)

(1) ENGLISH

(2) GEOGRAPHY

This is a new Comprehensive
School (formerly Loretto Grammar
and Bishop Ouse Secondary
Schools).

Applications (no forms) to the
Headmaster, c/o Loretto Grammar
School, Beecroft Road, Aspley,
Nottingham, as soon as possible.

**WILLIAM SHARP
COMPREHENSIVE**

Bramhall Road, Bilborough,
Nottm. NG8 4HY
Headmaster: P. Heywood, M.A.
Mixed: 850 (11-16)

MATHEMATICS

WARRICKSHIRE Education Schools

**COLLEGE R.C. (AIOED)
COMPREHENSIVE**

Headmaster: J. C. Garlow, B.A.
Mixed: 1,170 (11-16)

**FRENCH with some
German**

QUARRYDALE COMPREHENSIVE

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Notts. NG17 2DU
Headmaster:

W. C. Evans, J.P., B.Sc.,
O.P.E.D., F.R.G.S.
Mixed: 1,100

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Mixed: 850 (11-16)

MATHEMATICS

John Peter

THE FESTIVAL

Heather Neill

Robert Page

Jane Scott

ENGLIS

DAILY EXPRESS

Further education

manufactured in plastic and sold to tourists as bottle openers and key rings.

Desert Whales. Thursday, 20.10. BBC 1

An impressive floate in the Jacques Cousteau series. Several thousand whales are discovered in a desert lagoon in California. Cousteau's divers join them.

The Risen People. Friday, 20.10. BBC 1

The sequel to *Remember 1690* traces present attitudes in the Republic of Ireland through an examination of the past. The focus on two main themes: the tension between the constitutional and revolutionary traditions and the emergence of nationalism.



of 8mm films will attract the few
willing standard 8mm sound equip-
ment. One catalogue is of enter-
tainment films with hire charges up
to about £3.00 and the other of
amateur films (presumably on
free loan but this is not clear from
the catalogue) which include pro-
ductions sponsored by Barclays
Bank, British Gas, British Insurance,
British Rail, Casnal, Cosaint, the
Electricity Council, ICI, the Post
Office, Vauxhall Motors.
Barry Wiles Films, Screen House,
125 Brompton Lane, Sittingbourne,
Kent ME10 1BY.

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